

SmartTrack Survey

2007-2008 School Year
Mississippi
Statewide Report

Preface:

The SmartTrack™ data presented in this report was originally analyzed, compiled, and presented by Rothenbach Research and Consulting, LLC for the 2006-2007 school year. Updated data for the 2007-2008 school year have been incorporated.

Executive Summary

The *Mississippi SmartTrack Survey* was administered to 124,778 public school students in grades 6 through 11 from January to May of the 2007-2008 School Year. Of the surveys administered, 113,591 were valid surveys in which the student did not lie or quit before completion. Across Mississippi, 482 public schools and learning centers participated in the survey. The results of this survey effort supply a valuable source of information to help reduce and prevent alcohol, tobacco, and other drug (ATOD) use; violence; bullying; school dropout; and other forms of antisocial behavior among school-aged youth.

Strengths to Build On

- Past-30-day prevalence rates for hallucinogens, downers, steroids, cocaine, and heroin are 2.8% or less.
- From 2003 to 2008, past-30-day prevalence rates declined for nine out of 12 ATOD categories. Most notably, past-30-day alcohol, uppers, and marijuana use declined 5.5, 1.3, and 3.4 percentage points.
- A minority of students, 22.7%, reported that friends buy them alcohol. And a majority, 68.3%, reported that businesses “sometimes,” “frequently,” or “always” ask for identification when alcohol or tobacco products are purchased.
- Nearly three quarters of surveyed students, 70.8%, reported that smoking “one or more packs of cigarettes per day” posed a “great” or “moderate” risk.
- About 70% of Mississippi students believe that experimentation with cocaine or crack cocaine poses a “great” risk, and more than 80% say that regular use poses a “great” risk.
- A minority of Mississippi students have close friends who use ATODs “sometimes,” “frequently” or “always”. Across the overall sample, 34.2% have friends who use alcohol, 29.6% have friends who use tobacco products, and 17.20% have friends who use illicit drugs.
- Relatively few students believe that the use of illicit drugs other than marijuana is common in middle school and high school. For example, 12.2% believe that that “many” or “very many” students in their grade are using uppers such as speed, pep pills, or diet pills and 10.4% believe that “many” or “very many” students in their grade are using designer drugs.
- Among the overall sample of Mississippi students, 58.6% “sometimes,” “frequently,” or “always” participate in school sports, and 51.0% “sometimes,” “frequently,” or “always” participate in “school clubs and activities (band, yearbook, newspaper, etc.).”
- Among the overall sample of Mississippi students, 64.1% reported that they “sometimes,” “frequently,” or “always” participate in church-sponsored activities (choir, sports, youth groups, etc.), and 43.5% reported that they “sometimes,” “frequently,” or “always” participate in community-sponsored activities (clubs, scouts, sports, volunteer, etc.).
- Among the overall sample of Mississippi students, 54.0% either “almost always” or “often” enjoy being in school. Nearly two thirds of surveyed students, 65.7%, “strongly agree” or “agree” that they “feel they belong at this school.”

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- Among the overall sample of Mississippi students, 73.8% either “strongly agree” or “agree” that “I work hard in all my classes,” and 83.3% either “strongly agree” or “agree” that “I can be a success in school.”
 - Among the overall sample of Mississippi students, 60.4% say that their parents or guardians “always” enforce rules about what they can and cannot do.
 - Approximately 81.8% of students surveyed say they must be in before 10:00 pm on school nights.

Opportunities for Improvement

- Alcohol is the most commonly used drug among Mississippi students. Across all six surveyed grades, 34.8% reported past-90-day use and 26.0% reported past-30-day use.
- After alcohol, students reported cigarettes (16.5% past-90-day and 14.6% past-30-day), marijuana (12.1% past-90-day and 10.1% past-30-day), and smokeless tobacco (8.2% past-90-day and 7.1% past-30-day) as the most commonly used drugs.
- Male students reported higher prevalence rates than female students for the majority of the 12 ATOD categories. In particular, males reported higher rates for smokeless tobacco (11.7% among males versus 2.7% among females), marijuana (10.9% among males versus 7.4% among females), and steroids (3.7% among males versus 1.8% among females).
- The earliest age of first use reported by 11th graders was for inhalants (12.9 years of age), followed by heroin (13.1 years of age), smokeless tobacco (13.2 years of age), and wine coolers (13.3 years of age).
- Nearly one half (48.9%) of Mississippi students say that alcohol is “sometimes,” “frequently,” or “always” available in the community, 46.5% say that tobacco is available, and 35.7% say that illegal drugs are available.
- While disapproval of illicit drug use other than marijuana remains above the 80% level for all grades, the other categories of ATOD disapproval show substantial reductions as students get older. In particular, the percentage of students who disapprove of alcohol use declines from a high of 75.8% among 6th graders to a low of 32.0% among 11th graders.
- More than one out of 10 Mississippi students (15.4%) reported being “threatened or injured with a weapon such as a gun, knife, or club, on school property.”
- Among the overall sample of Mississippi students, 17.7% have been “in a fight with another student” within the past 30 days, 40.3% have been “in a physical fight on school property” on one or more occasions, and 16.0% have “been robbed or had something stolen from them” within the past 30 days.
- A substantial minority of Mississippi students have experienced bullying at school. For example, 18.9% of the overall sample reported being “pushed around by someone who was just being mean” within the past 30 days. Non-physical bullying is more prevalent, with 25.0% reporting that they “felt rejected by other students” and 32.1% reporting that they were “called names or put down by other students.”
- Mississippi students believe that alcohol, cigarette, and marijuana use are common among students in their grade. Across the overall sample, 41.8% believe that “many” or “very many” students in their

grade are drinking beer, 39.7% believe that students in their grade are smoking cigarettes, and 32.8% believe students in their grade are using marijuana.

- Among the overall sample of Mississippi students, 61.3% either “strongly agree” or “agree” they “feel safe at this school.” More White students than African American students reported feeling safe at school (63.1% for White students versus 56.0% for African American students).
- Slightly more than one half of the sample, 53.2%, reported that their parents or guardians “always” know where they are and what they’re doing. This rate declines from 65% among 6th graders to 44.9% among 11th graders.
- Across the overall sample, Mississippi students reported eating fruit less than once per day 40.9% of the time. Students reported eating vegetables less than once per day 50.8%.
- More than one half of surveyed students, 52.2%, agreed that “it is all right to beat up people if they start the fight.” This rate was notably higher among male students (58.3%) than among female students (46.5%).

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Section 1

Methodology

The *Mississippi SmartTrack Survey* is an annual health behavior survey that is administered to public school students across Mississippi in grades 6 through 11. Data from the survey are used by prevention planners and policy makers at both the state and district levels. From January to May of 2008, the survey was administered to 124,778 students attending 482 public schools and learning centers across the state. The project was sponsored by the Mississippi Department of Education. The 2007-2008 school year effort is the project's seventh full-scale survey. In each of the previous years (2003-2007), more than 100,000 Mississippi students participated in the survey. The majority of the survey questionnaire has remained consistent during this period. Even more importantly with respect to ensuring data comparability over time, participation levels across grade levels have also been quite consistent from year to year.

Unlike most student health behavior surveys, which employ paper questionnaires and answer sheets, The *Mississippi SmartTrack Survey* uses a computer-based data collection system developed by SmartTrack, Inc. Only a few minutes are needed to prepare a school's computer laboratory for survey administration. In addition to avoiding the distribution, collection, and processing of paper questionnaires and answer sheets, schools benefit from the ability to review their results online immediately after survey administration.

The Survey Questionnaire

A copy of the *Mississippi SmartTrack Survey* questionnaire is presented in Appendix B of this report. It includes 187 questions that cover the following subject areas:

- Alcohol, tobacco, and other drug (ATOD) use

- Age of ATOD initiation
- ATOD use among friends and classmates
- Perceptions of ATOD risk
- Disapproval of ATOD use
- ATOD availability
- School safety
- Bullying
- School opportunities for prosocial activity
- School learning environment
- Family support and management
- Community support
- Nutrition and fitness
- Moral beliefs

Sampling

One of the key goals of every statewide public school survey is to obtain participation from a sample of students that will accurately represent the state's public school population as a whole. The most common method for obtaining a representative sample is to select a fairly small number of students. This can be done by randomly selecting schools, randomly selecting students within schools, or in some cases doing both. Once the sample has been selected, substantial effort is usually required to encourage selected schools to join the survey effort and survey the specified students.

Because the computer-based SmartTrack survey system is both inexpensive and easy to implement, Mississippi elected to conduct a full census of public school students. All Mississippi public schools were notified of the survey and encouraged to allow all students in grades 6 through 11 to

participate. The survey was free for all schools, with technical support provided by the Mississippi Department of Education and SmartTrack, Inc.

This method has several advantages. First, it provides school-level data to a much larger number of districts than would be possible with traditional probability sampling. With these data, prevention planners can select programs and set policies on a school-by-school basis. Schools with a high prevalence of alcohol use, for example, can implement an alcohol reduction program, while schools with a high level of bullying can adopt a bullying prevention program. A second advantage of conducting a census is that it yields a very large sample. As a result, subsamples, such as individual grade levels or demographic groups, will also be quite large, allowing researchers to make more detailed comparisons.

The disadvantage of the census approach is that it usually generates a higher level of participation bias. With a smaller sample, more resources can be expended to encourage selected school to participate, resulting in a higher percentage of participation among selected schools. With this higher participation rate, there is less chance that certain types of schools—for example, schools with more pronounced student health behavior problems—will opt out of the survey, while other types of schools—for example, schools with less more pronounced student health behavior problems—will opt in. If participation bias of this type becomes pronounced, it can negatively impact the representativeness of the survey data.

Information to help assess the quality of the sample is presented in Table 1 in Appendix A of this report.

- As these data show, 113,591 Mississippi students were included in the final sample dataset, which is 51.0% of the total public school population in grades 6 through 11.
- One of the key factors that impacts data representativeness is the level of survey participation across grade levels. Because so many of the measures on the *Mississippi SmartTrack Survey* are correlated with age, the data will be of much higher quality if the percentage of sampled students within each

grade level matches the percentage of the student population within each grade level. As Table 1 shows, these two distributions are close, with the largest discrepancy for 8th grade (18.5% in the sample versus 17.3% in the population).

- Gender distributions are less problematic in student surveys because samples of sufficient size usually have nearly the same percentage of male and female students as the general student population. As Table 1 shows, this is true for the 2008 *Mississippi SmartTrack Survey* as well. The slight oversampling of female students relative to male students is not enough to notably impact the survey results.
- Comparing race/ethnicity distributions is more difficult because the race/ethnicity categories used on the survey do not exactly match those used to record statewide enrollment data. Despite this inconsistency, the comparison in Table 1 suggests that the race/ethnicity distributions are fairly similar across both the sample and the population. The largest difference is for African American students, who make up 43.8% of the sample and 51.1% of the population. Most likely, a substantial portion of this difference is due to the inclusion of an “other” category on the survey’s race/ethnicity measure.
- Please note that on all following tables and throughout the remainder of this report, survey results will only be included for the two largest race/ethnicity categories, African American and White. This is because the numbers of sampled students in the other race/ethnicity categories are not large enough to be representative.

Data Validity

The majority of questions included in the *Mississippi SmartTrack Survey* come from established student health surveys. As part of their development, these questions underwent an extensive testing process that included student focus groups and field trials.

Even with this thorough development and testing process, it is reasonable to question the validity of self-reported student health survey data. The key question: Do adolescents tell the truth when they answer questions about drug use and other health behaviors? In particular, critics suggest that because some of the behaviors in question are illegal or viewed as socially deviant, there might be a tendency for teenagers to either underreport or overreport. Fortunately, a substantial body of research exists which supports the validity of student self-report data. Here is some of the evidence:

- There are three primary sources for national youth drug use survey data: the *Monitoring the Future Survey*, the *Youth Risk Behavior Survey*, and the *National Survey on Drug Use and Health*. Over time, all three surveys have shown trends that are remarkably consistent, showing the same basic pattern of peaks, valleys, and plateaus in drug use.
- In addition to correlations across competing surveys, measurement consistency within individual surveys supports the validity of self-reported health behavior data. Researchers from *Monitoring the Future* have found that respondents who report higher levels of drug use also report attitudes, values, and beliefs that are consistent with this behavior. High school seniors who reported drug use in the past 12 months, for example, reported lower perceived risk associated with drug use, earlier age of first use, reduced disapproval of drug use, and greater peer involvement in drug use. Data from the *Mississippi SmartTrack Survey* show the same patterns.
- In addition to drawing a large cross-sectional sample of 8th, 10th, and 12th grade students each year, *Monitoring the Future* recruits a smaller sample of 12th graders to participate in a longitudinal study. This panel is surveyed every two years across a 14-year follow-up period. Data from the longitudinal study show low levels of recanting of earlier ATOD use. For example, most panel respondents who reported past-30-day marijuana use in high school or early

adulthood continue to report lifetime marijuana use, even when they are no longer current marijuana users. This logically consistent pattern suggests that respondents are answering questions about ATOD use honestly. For most respondents, it would be too difficult to remember dishonest answers from previous surveys well enough to create a record of logically consistent responses over a 14-year period.

In addition to using measures that have been previously validated, several steps are taken during the administration of the *Mississippi SmartTrack Survey* and the analysis of collected data to ensure that students are providing honest and accurate responses to the survey.

- The survey is anonymous. Student names and identification numbers are not included in the data collection process. Since there is no way the recorded data can be linked back to individual respondents, students are much more likely to provide honest answers.
- At anytime during the survey, students can click a button and mask their responses on the computer screen in order to ensure confidentiality.
- Students are asked if they had used a fictitious drug, xennobrillotal (brillies, zeebees, etc.). Data are not included in the analysis if students reported the use of xennobrillotal. In 2008, 4.2% of surveyed students were identified and removed through this process.

Section 2

Alcohol, Tobacco, and Other Drug Use

Alcohol, tobacco and other drug (ATOD) use is measured by a set of 28 questions on the *Mississippi SmartTrack Survey*. These questions ask students to report the number of times in the past 90 days, and the past 30 days, they have used each of the following 14 substance categories:

- Beer
- Wine Coolers
- Other Alcohol (wine, whiskey, vodka, mixed drinks, etc.)
- Cigarettes (or cigars)
- Smokeless Tobacco (snuff, chewing tobacco)
- Marijuana (grass, weed, pot, hash)
- Inhalants (glue, gasoline, paint thinner, etc.)
- Designer/Club Drugs (Ecstasy, x, xtc, adam, eve, Georgia home boy, g, k, Special K,

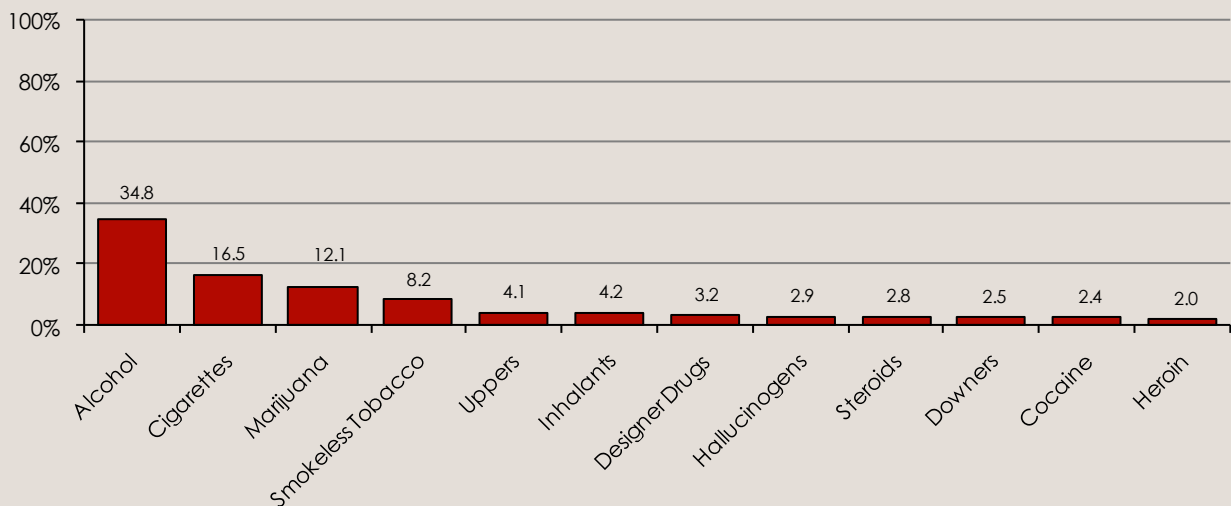
roofies, roche, forget-me, crank, oxy, etc.)

- Steroids (for body building or sports)
- Hallucinogens (LSD, acid, PCP, etc.)
- Uppers (dex, speed, pep pills, diet pills, etc.)
- Downers (tranquilizers, ludes, etc.)
- Cocaine (coke, crack)
- Heroin (smack, horse, etc.)

Detailed results from these questions are presented in Tables 2 through 16 in Appendix A of this report. In these tables, prevalence rates are used to illustrate the percentage of students who reported using a drug at least once in a specified time period (past 90 days or past 30 days). Past-30-day prevalence is generally considered to be the best survey-based measure of current ATOD use. Consequently, the majority of analysis in this report

**Graph
1**

Past-90-Day Use of Alcohol, Tobacco, and Other Drugs, 2008



will focus on the past-30-day time period.

In order to provide a single measure of alcohol use that can be compared to the other categories of substance use, the three types of alcohol that were included on the survey questionnaire—beer, wine coolers, and other alcohol—were combined to form an overall measure of alcohol consumption. Prevalence rates for the use of all alcohol—defined as one or more uses of any of the three alcohol types—are presented in Table 5.

Key ATOD Findings

Graphs 1 and 2 summarize the ATOD results from the current survey. Comparisons between the current data and results from previous waves of the survey (2003-2006) are also presented in Graph 3, as well as Tables 2 through 16. A review of several key findings and trends in this year's survey will provide a better understanding of the specific drug findings. The selected findings presented below are those that are probably of most interest to the greater survey audience.

2008 Results

- With overall prevalence rates of 34.8% for past-90-day use and 26.0% for past-30-day use, alcohol continues to be the most commonly used drug among Mississippi's students.
- Within the overall category of alcohol use, 17.2% of Mississippi students drank beer within the past 30 days, 13.7% drank wine coolers, and 17.3% drank other alcohol.
- After alcohol, students reported cigarettes (16.5% past-90-day and 13.8% past-30-day), marijuana (12.1% past-90-day and 9.1% past-30-day), and smokeless tobacco (8.2% past-90-day and 7% past-30-day) as the most commonly used drugs. Prevalence rates for other drugs are notably lower.
- Among illicit drugs other than marijuana, past-30-day prevalence rates range from 3.7% for uppers to 2.4% for heroin.

Changes Over Time

- As Graph 3 shows, Mississippi students reported reductions in past-30-day use for 9 of the 12 ATOD categories from 2007 to 2008. All of these reductions are small—less than 1.0 percentage point. The longer-term pattern is also one of small reductions in most categories of ATOD use. From 2003 to 2008, past-30-day prevalence rates declined for nine out of 12 substance categories. Most notably, past-30-day alcohol, uppers, and marijuana use declined 5.5, 1.3, and 3.4 percentage points.
- Between 2003 and 2008 past-30-day use of smokeless tobacco and heroin increased 0.1 and 0.4 percentage points, respectively. These increases are too small to be considered statistically significant.
- In 2002, the past-30-day rate for heroin use was 9.4%, which was 5.1 percentage points higher than the past-90-day rate. This strongly suggests that some type of data collection error affected the heroin data in 2002. Consequently, 2003 is used as the baseline for examining changes over time in heroin use. Between 2003 and 2008 past-30-day heroin use increased 0.6 percentage

points. Given the small magnitude of this increase and the measurement problems mentioned above, researchers should consult other data sources before determining that heroin use among Mississippi students is on the rise.

Subgroup Analyses

In addition to grade-level reporting, the data tables in Appendix A and Graphs 4 and 5 in this section present prevalence by gender and race/ethnicity.

- Male students reported higher prevalence rates than female students for the majority of the 12 ATOD categories. In particular, males reported higher rates for smokeless tobacco (11.7% among males versus 2.7% among females), marijuana (10.9% among males versus 7.4% among females), and steroids (3.7% among males versus 1.8% among females).
- It should be noted that while the pattern of higher ATOD use among males is not uncommon, in a number of communities across the United States the ATOD gender gap has closed. In many cases this is due to greater reductions in ATOD use among male students rather than increased use among

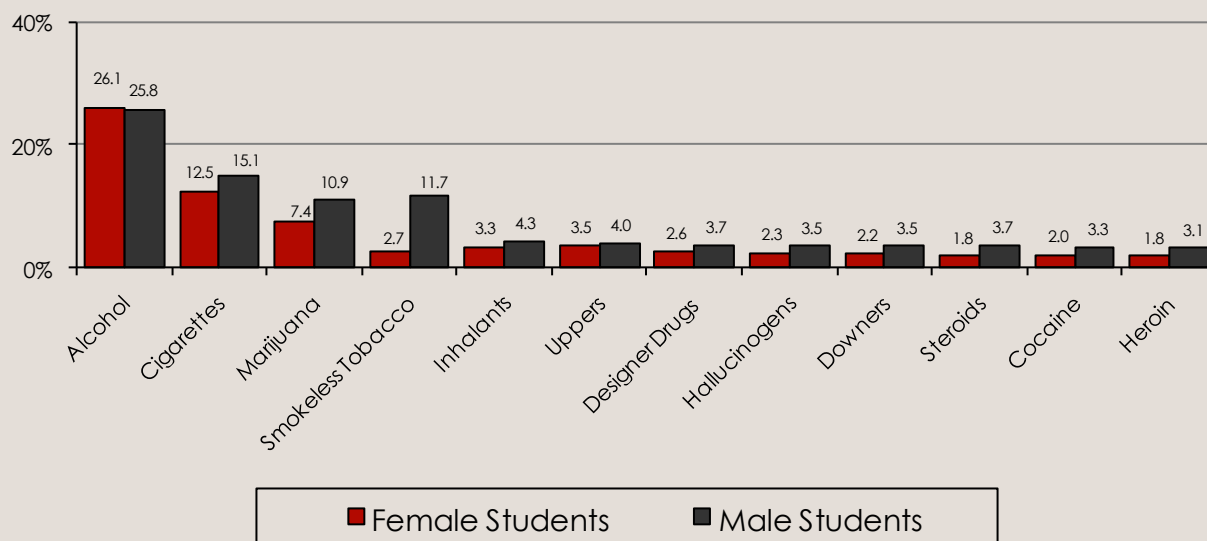
Graph 3

Percentage Point Changes in Past-30-Day ATOD Usage, 2003-2008 and 2007-2008



**Graph
4**

Past-30-Day Use of Alcohol, Tobacco, and Other Drugs, By Gender, 2008



female students.

- Male and female students reported nearly the same level of overall alcohol use (25.8% among males versus 26.1% among females). However, some interesting differences appear when the three different types of alcohol consumption are examined. Male students reported a higher rate of past-30-day beer drinking (19.6% among males versus 14.9% among females); while female students reported a higher rate of past-30-day wine cooler drinking (15.8% among females versus 11.3% among males).
- Typical of many studies (Johnston, O'Malley, Bachman & Schulenberg, 2006b); the 2008 *Mississippi SmartTrack Survey* revealed a pattern of differences in drug use prevalence rates between ethnic groups. For the majority of ATOD categories, White students reported higher rates of use than African American students. For past-30-day use, this pattern is most pronounced for cigarettes (18.4% and 9.3%, respectively), smokeless tobacco (10.5% and 3.5%, respectively), and alcohol (28.8% and 23.9%, respectively).

- White and African American students reported similar rates of use for marijuana (9% for White students versus 9.7% for African American students).

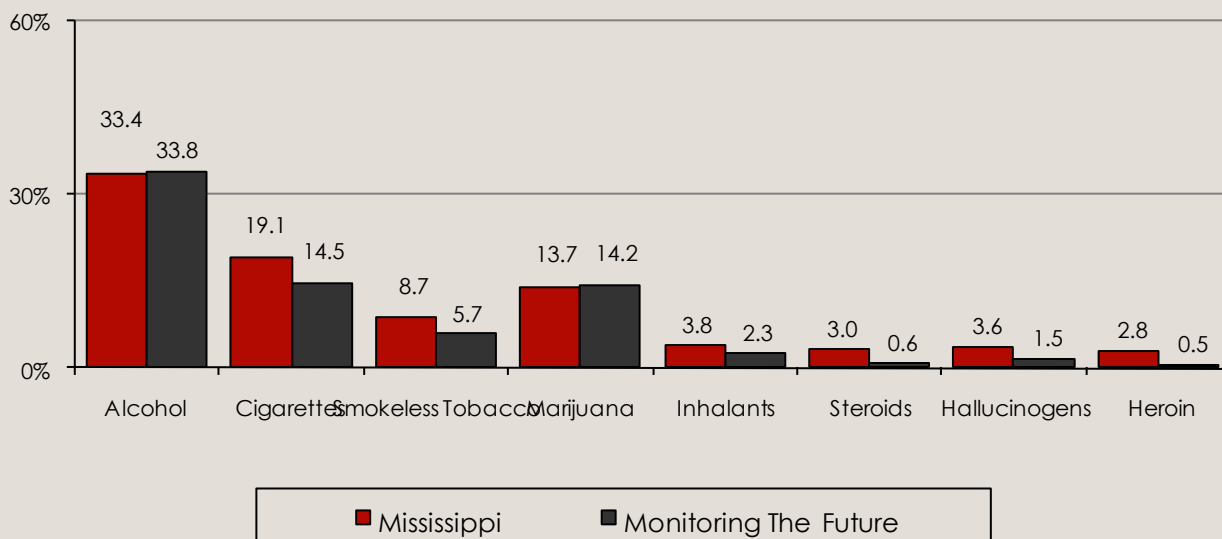
National Comparisons

Comparing and contrasting findings from a statewide survey to relevant data from a national survey provides prevention planners with an important normative reference point. In this report, national comparisons for ATOD use will be made to the 2006 *Monitoring the Future* study. The *Monitoring the Future* survey project, which provides prevalence-of-use information for ATODs from a nationally representative sample of 8th, 10th, and 12th graders, is conducted annually by the Survey Research Center of the Institute for Social Research at the University of Michigan (see www.monitoringthefuture.org). Like the *Mississippi SmartTrack Survey*, the *Monitoring the Future* study is a school-based health behavior survey. For a review of the methodology of this study, please see Johnston, O'Malley, Bachman, and Schulenberg (2006a).

It is important to note that while *Monitoring the Future* is the best available source of national ATOD data for Mississippi, differences in

**Graph
6**

10th Grade Past-30-Day Prevalence Rates: Mississippi Compared to National Results From the Monitoring the Future Study



methodology between the two surveys makes the process of comparing more complex. Some of the differences between Mississippi's results and the national results could, for example, be due to inconsistencies in question wording.

Graph 6 presents past-30-day prevalence data from the 2008 *Mississippi SmartTrack Survey* and the 2006 *Monitoring the Future* study for the eight ATOD categories that are relatively consistent between questionnaires. (Cocaine, for example, is not included in this list because the *Mississippi SmartTrack Survey* includes cocaine and crack cocaine in the same measure while the *Monitoring the Future* study separates them into two questions.) The data points presented in Graph 65 are for 10th graders only.

- As Graph 6 shows, the past-30-day prevalence rates reported by Mississippi 10th graders are all higher than the rates reported by the national sample of 10th graders. It would be premature to conclude from this that overall youth ATOD use in Mississippi is higher than the national average. For the majority of substance categories, the modestly higher prevalence rates could be the result of methodological differences.

Alcohol

Alcohol is the drug used most often by adolescents today. Findings from *Monitoring the Future*, a national drug use survey annually administered by the University of Michigan, highlight the pervasiveness of alcohol use among middle and high school students today. In 2006, the percentages of 8th, 10th and 12th graders who reported using alcohol in the past 30 days were 17.2%, 33.8% and 45.3%, respectively (Johnston, O'Malley, Bachman, and Schulenberg, 2006b).

A variety of findings for alcohol use by Mississippi students is presented in Tables 2 through 5. These tables include past-90-day and past-30-day prevalence rate data for the use of beer, wine coolers, and other types of alcohol. Prevalence rates for the use of any of these three categories of alcohol are also presented. The tables include results from all six years (2003-2008) of the *Mississippi SmartTrack Survey*.

Beer. Of the students surveyed in Mississippi in 2008, 22.3% have used beer on at least one occasion in the past 90 days, and 17.2% have used beer in the past 30 days. Past-90-day prevalence rates range from a low of 10.7% for 6th graders to a high of 31.2% for 11th graders. Past-30-day

prevalence rates range from a low of 7.8% for 6th graders to a high of 24.2% for 11th graders.

Wine Coolers. Of the students surveyed in Mississippi in 2008, 18.3% have used wine coolers on at least one occasion in the past 90 days, and 13.7% have used wine coolers in the past 30 days. Unlike the use of beer, which peaks in the 11th grade, wine cooler use among Mississippi students peaks in late middle school and early high school. Past-90-day prevalence rates range from a low of 9.8% for 6th graders to a high of 22.6% for 9th graders. Past-30-day prevalence rates range from a low of 7.3% for 6th graders to a high of 16.6% for 9th graders.

Other Alcohol. Of the students surveyed in Mississippi in 2008, 24% have used other types of alcohol (“wine, whiskey, vodka, mixed drinks, etc.”) on at least one occasion in the past 90 days, and 17.3% have used other types of alcohol in the past 30 days. Past-90-day prevalence rates range from a low of 9.9% for 6th graders to a high of 34.7% for 11th graders. Past-30-day prevalence rates range from a low of 6.6% for 6th graders to a high of 24.9% for 11th graders.

All Alcohol. Of the students surveyed in Mississippi in 2008, 36.3% have used any of the three types of alcohol on at least one occasion in the past 90 days, and 28.0% have used any of the three types of alcohol in the past 30 days. Past-90-day prevalence rates range from a low of 17.8% for 6th graders to a high of 45.4% for 11th graders. Past-30-day prevalence rates range from a low of 12.8% for 6th graders to a high of 34.4% for 11th graders.

Tobacco

Throughout the 1990s, tobacco (including cigarettes and smokeless tobacco) was the second most commonly used drug among adolescents. National smoking rates, however, have declined substantially in recent years. According to data from the *Monitoring the Future* study, from 1998 to 2006 past-30-day cigarette use declined from 19.1% to 8.7% among 8th graders, from 27.6% to 14.5% among 10th graders, and from 35.1% to 21.6% among 12th graders (Johnston et al., 2006b).

A variety of findings for tobacco use by Mississippi students is presented in Tables 6 and 7. These include 2003-2008 data for past-90-day and past-30-day prevalence of cigarette and smokeless tobacco use.

Cigarettes. Of the students surveyed in Mississippi in 2008, 16.5% have smoked cigarettes on at least one occasion in the past 90 days, and 13.8% have smoked cigarettes in the past 30 days. Past-90-day prevalence rates range from a low of 7.2% for 6th graders to a high of 23.9% for 11th graders. Past-30-day prevalence rates range from a low of 5.2% for 6th graders to a high of 20.8% for 11th graders.

Smokeless Tobacco. The prevalence of smokeless tobacco use is substantially lower than cigarette use. Overall, 8.2% have used smokeless tobacco on at least one occasion in the past 90 days, and 7.0% have used smokeless tobacco in the past 30 days. Past-90-day prevalence rates range from a low of 4.7% for 6th graders to a high of 10.0% for 9th graders. Past-30-day prevalence rates range from a low of 3.6% for 6th graders to a high of 8.9% for 9th graders.

Marijuana

During the 1990s, there were major changes in trends of marijuana use throughout the United States. Results from the *Monitoring the Future* study show dramatic increases in both lifetime and past-30-day prevalence rates through the early and mid-1990s (Johnston et al., 2006b). For 8th and 10th graders the past-30-day rates more than doubled during this period. Since 1996 and 1997, when marijuana use peaked, rates have declined.

A variety of findings for marijuana use by Mississippi students is presented in Table 8. These include 20032-20087 data for past-90-day and past-30-day prevalence.

Prevalence. Of the students surveyed in Mississippi in 2008, 12.1% have used marijuana on at least one occasion in the past 90 days, and 9.1% have used marijuana in the past 30 days. Past-90-day prevalence rates range from a low of 3.9% for 6th graders to a high of 18.2% for 11th graders. Past-30-day prevalence rates range from a low of 2.7% for 6th graders to a high of 13.7% for 11th graders.

Inhalants

After alcohol, tobacco, and marijuana, the most commonly used drug among Mississippi students is inhalants. Inhalant use is measured by the survey question, “On how many occasions (if any) have you used inhalants (whippets, butane, paint thinner, or glue to sniff, etc.)?” Inhalant use is more prevalent with younger students, perhaps because it is often the easiest drug for them to obtain. The negative consequences of inhalant use can be substantial; one of them being that it is associated with the use of other illicit drugs later in life.

A variety of findings for inhalant use by Mississippi students is presented in Table 9. These include 2003-2008 data for past-90-day and past-30-day prevalence.

Prevalence. Of the students surveyed in Mississippi in 2008, 4.2% have used inhalants on at least one occasion in the past 90 days, and 3.8% have used inhalants in the past 30 days. Past-90-day prevalence rates range from a low of 3.7% for 11th graders to a high of 4.9% for 7th graders. Past-30-day prevalence rates range from a low of 2.9% for 6th graders to a high of 4.2% for 8th graders.

Designer Drugs

Designer drugs are a broad category of illicit substances that are classified together because their use began at dance clubs and “raves,” not because they are of a similar chemical class (like amphetamines). Their use, however, has expanded beyond these settings. For the purpose of the 2008 *Mississippi SmartTrack Survey*, designer drugs include Ecstasy, GHB, ketamine and Rohypnol. Note that this list is not meant to be exclusive, as other drugs are used at clubs and raves.

Ecstasy (also known as MDMA), a form of methamphetamine, has both stimulant and hallucinogenic effects. GHB (gamma-hydroxybutyrate) is generally an odorless, colorless liquid that is taken orally. When combined with alcohol, it can be used to induce unconsciousness and has been involved in sexual assaults. It also has been used to enhance bodybuilding. Ketamine, also known as “Special K,” is a tranquilizer most often used by veterinarians. However, its hallucinatory

effects, which are similar to those of LSD and PCP, have made it another drug of choice at dance clubs and raves. Rohypnol, also known as “roofies” and “the date rape drug,” is a sedative in the same family as Valium[®], and is the trade name for flunitrazepam. It is as much as 10 times more potent than Valium[®]. Rohypnol is often taken with other drugs in an effort to either enhance their effects or buffer the withdrawal symptoms.

Findings for past-90-day and past-30-day designer drug use by Mississippi students are presented in Table 10. These include 2003-2008 data for past-90-day and past-30-day prevalence.

Prevalence. Of the students surveyed in Mississippi in 2008, 3.2% have used designer drugs on at least one occasion in the past 90 days, and 3.1% have used designer drugs in the past 30 days. Past-90-day prevalence rates for designer drugs range from a low of 1.8% for 6th graders to a high of 4.0% for 11th graders. Past-30-day prevalence rates range from a low of 1.5% for 6th graders to a high of 4.1% for 9th graders.

Other Illicit Drugs

The 2008 *Mississippi SmartTrack Survey* also measured the prevalence of use of a variety of other illicit drugs among Mississippi students. This includes student use of the following: steroids, hallucinogens, uppers, downers, cocaine, and heroin. Results for these illicit drugs are presented in Tables 11 through 16.

As is typical of adolescent populations, the prevalence-of-use rates reported by Mississippi students for these other illicit drugs are much lower than the rates for alcohol, tobacco, marijuana and inhalants, and tend to be concentrated in the upper grades.

Steroids

Table 11 summarizes the past-90-day and past-30-day prevalence rates for the use of steroids (for bodybuilding or sports). Overall, 2.8% of students reported the use of steroids in the past 90 days, and 2.8% reported use in the past 30 days.

Hallucinogens

Table 12 summarizes the past-90-day and past-30-day prevalence rates for the use of hallucinogenic drugs, such as LSD, PCP, and hallucinogenic mushrooms. Overall, 2.9% of students reported the use of hallucinogenic drugs in the past 90 days, and 2.9% reported use in the past 30 days.

Uppers

Table 13 summarizes the past-90-day and past-30-day prevalence rates for the use of uppers (speed, diet pills, etc.). In 2008, 4.1% of students reported at least one use of uppers in the past 90 days, while 3.7% reported use in the past 30 days.

Downers

Table 14 summarizes the past-90-day and past-30-day prevalence rates for the use of downers (tranquilizers). In 2008, the use of downers by students was relatively rare in Mississippi—2.5% of students reported at least one use in the past 90 days, while 2.8% reported use in the past 30 days.

Cocaine

Table 15 summarizes the past-90-day and past-30-day prevalence rates for cocaine (including crack cocaine) use. In 2008, 2.4% of students reported at least one use of cocaine in the past 90 days, while 2.6% reported use in the past 30 days.

Heroin

Heroin use in a school population is extremely rare. Nationally, no lifetime prevalence rate for heroin has exceeded 2.4% in the 8th, 10th, or 12th grades in the past decade (Johnston et al., 2006). Very low prevalence rates for heroin use among adolescents have also been observed in Mississippi. Table 16 summarizes the past-90-day and past-30-day prevalence rates for heroin use. Overall, 1.9% of Mississippi students reported use of heroin in the past 90 days, while 2.4% reported use in the past 30 days.

Section 3

Factors Affecting Alcohol, Tobacco, and Other Drug Use

Several analyses were conducted to investigate factors underlying youth substance abuse. These include age of first use, availability, perceived risk of harm, disapproval, and peer use.

Age of First Use

Students were asked to report on when they began using ATODs. This type of initiation data is important because students who begin to experiment with drugs at a younger age are more likely to become regular users. Furthermore, early experimentation with alcohol, tobacco, and marijuana has been linked to the use of harder drugs, such as methamphetamine and cocaine.

Tables 17 through 23 present the average age students reported first using alcohol, tobacco, and other drugs (ATODs). As these results show, average age of initiation increases with grade level. The average age of initiation for beer, for example, increases from 11.5 years among 6th graders to 13.5 years among 11th graders. These results should not be interpreted as indicating that the current cohort of 6th graders began experimenting with beer at an earlier age than the current cohort of 11th graders. Rather, the average age of first use for each grade cohort increases as its members progress through school and more of them initiate experimentation with ATODs. For this reason, the question “When do Mississippi students first start using beer?” is best answered by examining the responses of 11th grade students because they can best reflect on their middle and high school experiences and accurately report the age they first started using.

- *The Mississippi SmartTrack Survey* efforts for 2007-2008 show the earliest age of first use reported by 11th graders was for inhalants (12.9 years of age), followed by heroin (13.1

years of age), smokeless tobacco (13.2 years of age), and wine coolers (13.3 years of age).

- The latest age of first use reported by 11th graders was for designer drugs (14.3 years of age), marijuana (14.1 years of age), and uppers (14.1 years of age).
- Not surprisingly, given that age of first use scores only includes respondents who reported use, there is no clear pattern of differences between males and females or across ethnic groups.
- For many of the ATOD categories, including alcohol, tobacco, and marijuana, the age of first use reported by Mississippi students has shown little or no change since 2003. However, the age of first use reported by 11th graders has declined for a number of the illicit drugs, including designer drugs (14.8 in 2003 versus 14.3 in 2008), hallucinogens (14.1 in 2003 versus 13.7 in 2008), and downers (14.3 in 2003 versus 13.7 in 2008).

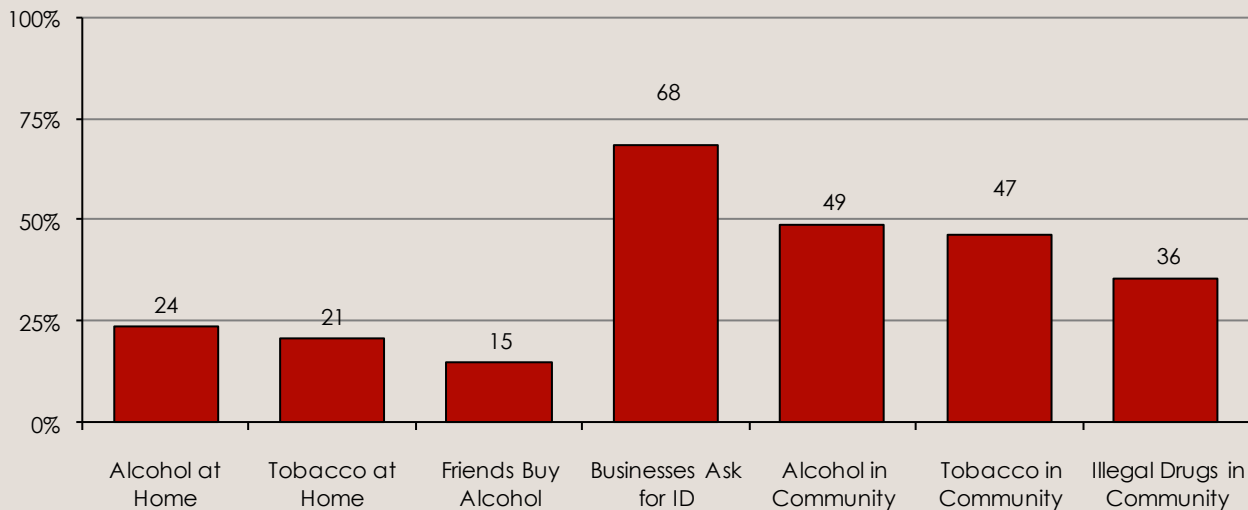
Availability

The perceived availability of alcohol, tobacco, and other drugs is directly related to the incidence of delinquent behavior. For example, in schools where children believe that drugs are more available, a higher rate of drug use occurs. Tables 24 through 27 and Graph 7 present data on the availability of ATODs at home and in the community.

- About one quarter (23.6%) of surveyed Mississippi students say that alcohol is either “sometimes,” “frequently,” or “always” available at home. Similarly, 20.7% say that tobacco products are available at home.

**Graph
7**

Availability of Alcohol, Tobacco, and Other Drugs, 2008



- Students are more likely to report that ATODs are available in the community. Nearly one half (48.9%) say that alcohol is “sometimes,” “frequently,” or “always” available in the community, 46.5% say that tobacco is available, and 35.7% say that illegal drugs are available.
- A minority of students, 14.7%, report that friends buy them alcohol. And a majority, 68.3%, report that businesses “sometimes,” “frequently,” or “always” ask for identification when alcohol or tobacco products are purchased.
- Since 2003, Mississippi students have reported little change in the availability of alcohol from friends or from the community. Home availability, however, has changed. The proportion of students who say alcohol is either “sometimes,” “frequently,” or “always” available at home has increased from 21.1% in 2003 to 23.6% in 2008. Tobacco shows the opposite pattern, with the percentage of students reporting home availability decreasing from 23.7% in 2003 to 20.7% in 2008.

Perceived Risk of Harm

Perception of risk is an important determinant in the decision-making process young people go through when deciding whether or not to use alcohol, tobacco, or other drugs. Evidence suggests that the perceptions of the risks and benefits associated with drug use sometimes serve as a leading indicator of future drug use patterns in a community (Bachman, Johnston, O’Malley & Humphrey, 1986). Tables 28 through 35 present the percentage of surveyed Mississippi students assigning “great risk” of harm to the use of alcohol, tobacco, marijuana, cocaine, and crack cocaine.

- A relatively low proportion of Mississippi students, 30.7%, described “trying one or two drinks of an alcoholic beverage” as posing a great risk of harm. This rate goes up to 53% for “one or two drinks nearly every day,” and to 71.1% for “four or five drinks nearly every day.”
- Nearly three quarters of surveyed students, 73.8%, reported that smoking “one or more packs of cigarettes per day” posed a great risk, while 65.5% described regular smokeless tobacco use as a great risk.

- For marijuana, 51.7% reported a great risk of harm for experimentation (trying once or twice), 69.1% reported a great risk of harm for occasional use, and 74.7% for regular use.
- Perceptions of risk were the highest for using cocaine and crack cocaine. About 66% of Mississippi students believe that experimentation with cocaine or crack cocaine poses a great risk, and more than 80% say that regular use poses a great risk.
- Male students are more likely than female students to report low perceived risk of harm. For example, 49.5% of male students reported a great risk associated with “one or two drinks nearly every day” compared to 59.2% for female students, and 70.8% of male students reported that regular marijuana use poses a great risk of harm compared to 78.5% of female students.
- Perceptions of harm are positively associated with lower rates of ATOD use. This relationship suggests that the ethnic group with the lowest percentage of students reporting great risk should also report the highest rate of use. Data in Tables 28

through 35 contradict this expected pattern. For example, White students, despite reporting the highest rate of past-30-day cigarette use, are more likely than African American students to believe that smoking “one or more packs of cigarettes per day” poses a great risk (83.3% versus 64.5%, respectively).

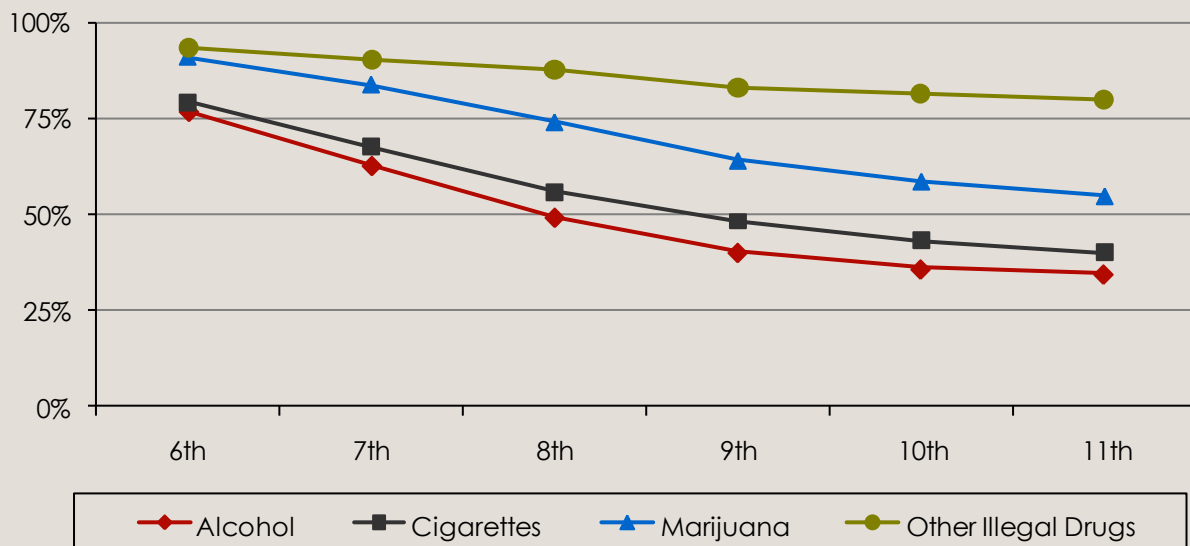
- Changes over time in perceptions of risk have been minimal. The most noteworthy change in perceived risk occurred for “trying one or two drinks of an alcoholic beverage,” which increased from 29.3% in 2003 to 31.6% in 2008.

Personal Disapproval

In addition to perceptions of risk, personal approval or disapproval of drugs has been linked to the prevalence of ATOD use (Bachman, Johnston & O’Malley, 1996). Personal disapproval was measured by asking students how wrong it would be for someone their age to drink alcohol, smoke cigarettes, smoke marijuana, or use other illegal drugs (“LSD, cocaine, amphetamines or another illegal drug”). The rates presented in Tables 36 and 37 and Graph 8 represent the percentages of students who thought it would be “very wrong” to

Graph 8

Disapproval of Alcohol, Tobacco, and Other Drugs, 2008



use each drug.

- The percentage of students who disapprove of other illegal drug use was 86.5%, followed by smoking marijuana (72.3%), smoking cigarettes (57.0%) and drinking alcohol (51.1%).
- As Graph 8 shows, disapproval of other illicit drug use remains above the 80% level for all grades, while the other three categories show substantial reductions as students get older. In particular, the percentage of students who disapprove of alcohol use declines from a high of 76.6% among 6th graders to a low of 34.5% among 11th graders.
- Across all four measures, female students reported slightly higher disapproval rates than male students. The largest difference was for marijuana use, with 74.8% of female students and 69.5% of male students reporting disapproval.
- In contrast to perceptions of harm, ethnic differences in disapproval rates more closely follow ATOD prevalence patterns. As would be predicted from their higher rates of ATOD use, White students reported a lower level of disapproval than African American students across all four categories. For example, 44.6% of White students and 56.1% of African American students reported that alcohol use was “very wrong.”
- While disapproval rates for alcohol, marijuana and other illicit drugs show only minor changes over time, disapproval of cigarette smoking has increased from 51.0% of students in 2003 to 57.0% in 2008.

Peer ATOD Use

Young people who associate with peers who engage in substance use are much more likely to engage in it themselves. This is one of the most consistent predictors identified by research. Even when young people come from well-managed families and do not experience other risk factors, spending time with peers who use drugs greatly increases a youth’s risk of becoming involved in such behavior.

Tables 38 through 40 present two kinds of peer usage data: (1) the percentage of students with close friends who either “sometimes,” “frequently,” or “always” use ATODs, and (2) the average number of friends who use ATODs.

- A minority of Mississippi students have close friends who use ATODs. Across the overall sample, 34.2% have friends who use alcohol, 29.6% have friends who use tobacco products, and 17.2% have friends who use illegal drugs.
- On average, Mississippi students have 2.2 friends who use alcohol, 2.1 friends who use tobacco products, and 1.0 friends who use illegal drugs.
- While gender differences in peer ATOD use are relatively minor, White students are notably more likely than African American students to have friends using alcohol and tobacco products. For example, 32.7% of White students have friends who use tobacco products, compared to just 18.5% of African American students.
- As logic would predict, reports of peer ATOD use increase substantially as students enter higher grade levels. For example, Mississippi 6th graders have an average of 0.6 friends who use illegal drugs, while 11th graders have an average of 2.8 friends who use illegal drugs.
- The number of Mississippi students with friends who use ATODs has changed little since 2003. Among these small changes, the biggest difference is for peer use of alcohol, which decreased from 36.8% in 2003 to 34.2% in 2008.

Section 4

School Climate

A number of factors contribute to the climate, or the social and educational atmosphere, within a school. Research indicates that when students feel safe, respected, and engaged in school, they are more likely to succeed academically. A poor school climate can also weaken the attachment students feel toward their school. Lack of commitment to school means the child has ceased to see the role of student as a positive one. Young people who have lost this commitment are at higher risk for a variety of problem behaviors.

The Mississippi SmartTrack Survey assesses four categories of school climate: school safety and bullying, ATOD use by other students, school opportunities for prosocial activity, and learning environment.

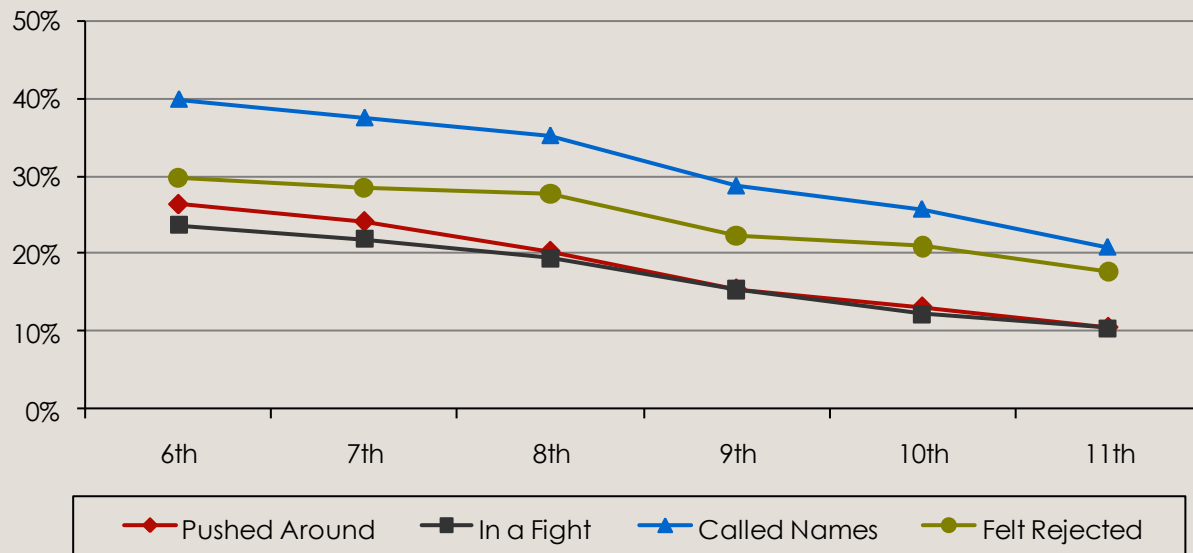
School Safety and Bullying

An unsafe environment, including a high prevalence of student-on-student bullying and intimidation, will prevent students from taking full advantage of the educational and developmental opportunities within a school. To assess some of these factors, the *Mississippi SmartTrack Survey* includes a large set of school safety and bullying questions. Response data from these questions are presented in Tables 41 through 50 and Graph 9.

- Slightly more than one out of 10 students (12.2%) reported skipping school on one or more occasions because they felt unsafe at school or on their way to school. Related data points include the 10.8% of students who are “afraid of gang activity” and the 15.4% who reported being “threatened or injured with a weapon such as a gun, knife, or club, on school property.”
- More than one out of 20 Mississippi students (6.0%) “saw a student with a gun” within the past 30 days and 13.0% “saw a student with a knife” within the past 30 days.
- Among the overall sample of Mississippi students, 17.7% have been “in a fight with another student” within the past 30 days, 40.3% have been “in a physical fight on school property” on one or more occasions, and 16.0% have “been robbed or had something stolen from them” within the past 30 days.
- Several data points from the survey illustrate the use of ATODs at Mississippi schools. Across the overall sample, 36.8% “know students who came to school high on drugs or alcohol” within the past 30 days, and 23.0% have seen other students “use drugs or alcohol on campus” within the past 30 days. Within the past year, 16.5% were “offered, sold, or given illegal drugs on school property” and 11.6% have been “suspended or expelled from school as the result of an alcohol-related incident.”
- A substantial minority of Mississippi students have experienced bullying at school. For example, 18.9% of the overall sample reported being “pushed around by someone who was just being mean” within the past 30 days. Non-physical bullying is more prevalent, with 25.0% reporting that they “felt rejected by other students” and 32.1% reporting that they were “called names or put down by other students.”
- In contrast to the majority of attitudinal and behavioral measures on the survey which yield prevalence rates that increase as students enter upper grade levels, most of the

**Graph
9**

Prevalence of Bullying and Violence at School, 2008



violence and bullying measures peak in the middle school years. As shown in Graph 9, for example, 23.6% of 6th graders reported being in a fight with another student, while only 10.5% of 11th graders reported fighting.

- There are a number of notable gender differences across the school safety and bullying measures. As conventional wisdom would predict, male students reported higher rates of violent behavior. Fighting with another student provides a good example of this difference (21.3% among male students versus 14.3% among female students). In contrast, female students reported higher rates for non-physical forms of bullying. For example, 34.2% of female students have been “called names or put down,” compared to 29.8% of male students.
- There are a number of small or moderate differences in school safety and bullying between White and African American students. The most pronounced difference, however, is for “being in a fight with another student” within the past 30 days (22.0% among African American students versus 13.3% among White students).

- The majority of school safety and bullying questions show only small changes over time. The most notable exception is for being in a physical fight at school, which increased from 37.6% in 2003 to 40.3% in 2008. It should be noted, however, that this measure shows unusual volatility, with lows of 29.3% in 2004 and 29.1% in 2005, and a high of 44.0% in 2006. After the high of 44.0% in 2006, a downward turn is seen in 2007 and 2008 (42.6% and 40.3% respectively).

ATOD Use by Other Students

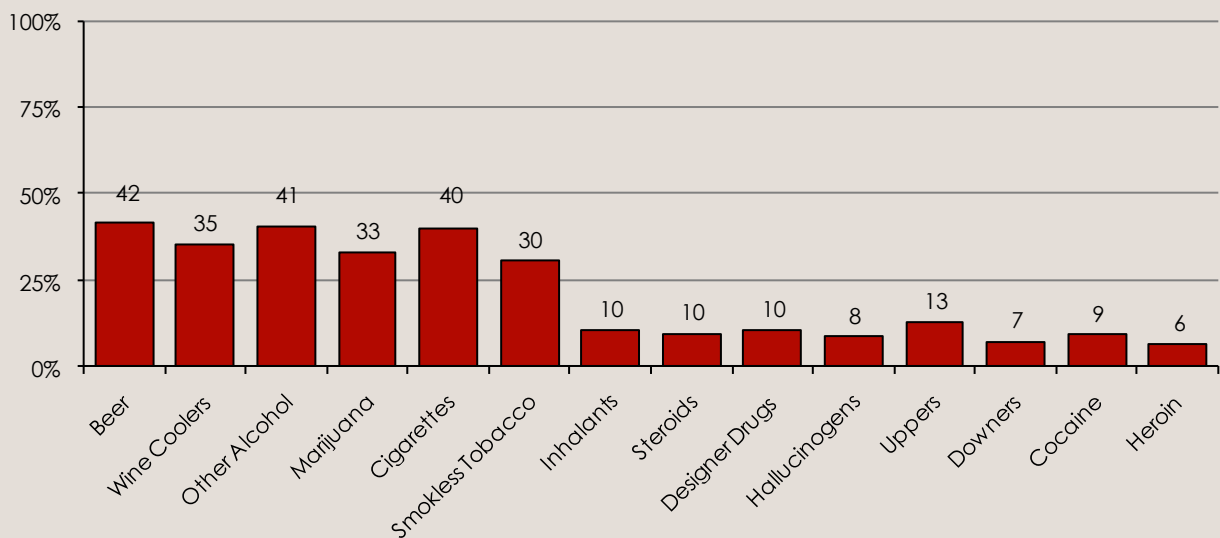
In Section 4 of this report results were presented for peer ATOD use. Rather than assessing use among close friends, as the peer use questions do, the data presented in Tables 51 through 57 and Graph 10 show the percentage of respondents who believe that either “many (10-19)” or “very many (20+)” students in their grade are using ATODs.

These results serve as an indicator of the social norms surrounding ATOD use among Mississippi students. Research indicates that when young people believe ATOD use is common or normal among their age group, they are more likely to use ATODs themselves.

- Mississippi students believe that alcohol, cigarette, and marijuana use are common among students in their grade. Across the overall sample, 41.8% believe that “many” or “very many” students in their grade are drinking beer, 39.7% believe that students in their grade are smoking cigarettes, and 32.8% believe students in their grade are using marijuana.
- Belief in the pervasiveness of alcohol, cigarette, and marijuana use increases in the higher grade levels. Among Mississippi 11th graders, 71.4% believe that “many” or “very many” students in their grade are drinking beer, 67.5% believe that students in their grade are smoking cigarettes, and 58.8% believe students in their grade are using marijuana.
- Fewer students believe that the other categories of ATOD use are common in middle school and high school. For example, 10.4% believe that “many” or “very many” students in their grade are using inhalants and 10.4% believe that “many” or “very many” students in their grade are using designer drugs.
- Female students are more likely than male students to report that ATOD use is common among their classmates. For example, 69.0% of female students and 66.0% of male students believe that “many” or “very many” students in their grade are smoking cigarettes.
- Measurement differences make it impossible to directly match the estimates of ATOD use by other students presented in this section to the past-30-day prevalence-of-use rates presented in Section 3. Despite these methodological differences, a comparison does suggest that many Mississippi students overestimate the number of their peers who use ATODs. For example, while 39.7% of Mississippi students believe that “many” or “very many” students in their grade are smoking cigarettes, in reality, only 13.8% of surveyed students reported cigarette use within the past 30 days.
- Since 2003, the number of respondents reporting that wine coolers and cigarettes are used by “many” or “very many” students in their grade has declined by 10.2 and 7.8 percentage points, respectively. Also, in 2003 46.7% reported that “many” or “very

**Graph
10**

Use of Alcohol, Tobacco, and Other Drugs by Other Students,
2008



many” students in their grade were drinking beer, compared to 41.8% in 2008. For the majority of other ATOD categories, however, perceptions of peer use have increased.

School Opportunities for Prosocial Activity

Giving students opportunities to participate in important activities at school helps to reduce the likelihood that they will become involved in problem behaviors. Students who feel they have opportunities to be involved are more likely to contribute to school activity. This bond can protect a student from engaging in behaviors that violate socially accepted standards.

Tables 58 and 59 show the percentages of Mississippi students who “sometimes,” “frequently,” or “always” participate in school sports and other extracurricular school activities. These tables also include data points showing the average number of school sports and other extracurricular school activities students participate in.

- Among the overall sample of Mississippi students, 58.6% “sometimes,” “frequently,” or “always” participate in school sports. On average, Mississippi students participate in 1.0 school sport.
- Among the overall sample of Mississippi students, 51.0% “sometimes,” “frequently,” or “always” participate in “school clubs and activities (band, yearbook, newspaper, etc.).” On average, Mississippi students participate in 1.1 other extracurricular school activities.
- Not surprisingly, male students reported a higher rate of sports participation (58.5% for male students versus 47.0% for female students), while female students reported a higher rate of participation in other extracurricular school activities (62.1% for female students versus 43.6% for male students).

- Results in Tables 58 and 59 also show modest ethnic differences. African American students reported a higher rate of sports participation than White students (54.3% for African American students versus 50.5% for White students), while White students reported a higher rate of participation in other extracurricular school activities participation (56.1% for White students versus 51.4% for African American students).
- Mississippi students reported little change in school opportunities for pro-social activity between 2003 and 2008.

Learning Environment

Researchers have identified a number of environmental and attitudinal factors that help support the educational process in middle school and high school. A series of questions on the 2008 *Mississippi SmartTrack Survey* address five of these factors. Results are presented in Tables 60 through 71.

1. Do students like school?

- Among the overall sample of Mississippi students, 54.0% either “almost always” or “often” enjoy being in school, while 46.0% either “almost always” or “often” hate being in school. The percentage of students who enjoy being in school drops from 61.4% in the 6th grade to 47.4% in the 11th grade.
- Nearly two-thirds of surveyed students, 65.7%, “strongly agree” or “agree” that they “feel they belong at this school.”

2. Do students feel safe at school?

- Among the overall sample of Mississippi students, 59.7% either “strongly agree” or “agree” they “feel safe at this school.” More White students than African American students reported feeling safe at school (63.1% for White students versus 56.0% for African American students).
- Slightly more than one half of surveyed students, 51.9%, either “strongly agree” or

“agree” that “only a few students get hurt in accidents at this school.”

3. *Are students engaged in the learning process?*

- Among the overall sample of Mississippi students, 73.8% either “strongly agree” or “agree” that “I work hard in all my classes,” and 83.3% either “strongly agree” or “agree” that “I can be a success in school.” In contrast to these high rates, only 28.7% either “strongly agree” or “agree” that “students at this school really want to learn.”
- Slightly less than one half of surveyed students, 44.6%, reported that their courses are either “very interesting” or “quite interesting.”
- A slight majority of students, 52.4%, believe that their school work is “almost always” or “often” meaningful and important, and 65.8% believe that what they learn in school will be “very important” or “quite important” later in life.
- In many districts across the country, White students obtain higher levels of academic achievement than their African American counterparts. In contrast to what this pattern would predict, African American students in Mississippi were more positive about the learning process than White students. For example, 53.8% of African American students and just 35.0% of White students reported that their courses are either “very interesting” or “quite interesting.”

4. *Are students rewarded when they do well?*

- Among the overall sample of Mississippi students, 46.2% either “strongly agree” or “agree” that “teachers go out of their way to let me know I do a good job.” Across grade levels this percentage drops from 65.4% among 6th graders to 36.1% among 11th graders.
- Two thirds of surveyed students either “strongly agree” or “agree” that “it pays to follow the rules and do well at this school.”

Again, this rate drops from 79.8% among 6th graders to 59.2% among 11th graders.

5. *Do students believe they are treated fairly?*

- Among the overall sample of Mississippi students, 41.0% either “strongly agree” or “agree” that “the rules at this school are fair,” and 39.1% either “strongly agree” or “agree” that “all students are respected at this school.”

Changes over time:

- While Mississippi students reported a number of shifts in learning environment between 2003 and 2008, there is no clear pattern to these changes. Some measures show an improvement to the learning environment in schools, while others show a decline.
- On the positive side, the numbers of students who trust people at their schools, believe school work is meaningful and important, try to do their best in school increased 11.0, 4.0, and 3.5 percentage points, respectively.
- On the negative side, the number of students who believe the rules at school are fair and that their courses are interesting decreased 0.5 and 3.0 percentage points, respectively, while the number reporting that they hate being in school increased 8.2 percentage points.

Section 5

Special Topics

This section of the report presents survey results which describe conditions in students' families and communities that are predictive of ATOD use, violence, school dropout rates, and other forms of youth antisocial behavior.

Family Support

The 2008 *Mississippi SmartTrack Survey* includes a series of questions that assess the level of support students receive from their families. Results for these questions, which are presented in Tables 72 through 75, can be grouped into four categories.

1. When students have the opportunity to make meaningful contributions to their families, they feel closer to their family members and are less likely to get involved in risky behaviors. These opportunities for involvement reinforce family bonds and cause students to more easily adopt the norms projected by their families.
 - Among the overall sample of Mississippi students, 75.0% reported that their parents give them “chances to do fun things,” and 61.5% reported that their parents ask what they think before making key family decisions. The rates for both of these measures decline gradually as students enter higher grade levels.
2. One of the most effective ways to buffer children against risk factors is to strengthen their bonds with family members who embody healthy beliefs and clear standards. If children are attached to their parents and want to please them, they will be less likely to threaten that connection by doing things that their parents strongly disapprove of.
 - Among the overall sample of Mississippi students, 72.2% say that they could ask their parents for help with a personal problem.
3. When family members reward their children for positive participation in activities, it further strengthens the bonds the children feel to their families, and helps promote clear standards for behavior.
 - Strong majorities of students say they enjoy spending time with their mother or female caregiver (84.3%) and with their father or male caregiver (76.0%).
 - Among the overall sample of Mississippi students, 64.6% say that their parents or guardians “often” or “all the time” know when they are doing a good job and let them know about it. Similarly, 65.3% reported that their parents or guardians “often” or “all the time” tell them they’re proud of something they’ve done.
 - Both of these measures of family rewards for pro-social behavior show declining rates as students enter higher grade levels.
4. High levels of family conflict interfere with the development of family bonds and increase the likelihood that young people will engage in illegal drug use and other forms of delinquent behavior.
 - Fortunately, only 26.1% of Mississippi students “sometimes,” “frequently,” or “always” have major fights or arguments with their parents or guardians.
 - Female students are more likely than male students to report fighting with their parents or guardians (30.2% for female students versus 21.9% for male students).

The prevalence rate for this measure declines from 81.5% in the 6th grade to 68.8% in the 11th grade.

From 2003 to 2008, Mississippi students reported modest reductions in the level of family support. For example, 61.9% reported that their parents ask what they think before making key family decisions in 2003, compared to 61.5% in 2008. Similarly, 21.9% reported that they “sometimes,” “frequently,” or “always” have major fights or arguments with their parents or guardians in 2003, compared to 26.1% in 2008.

Family Management

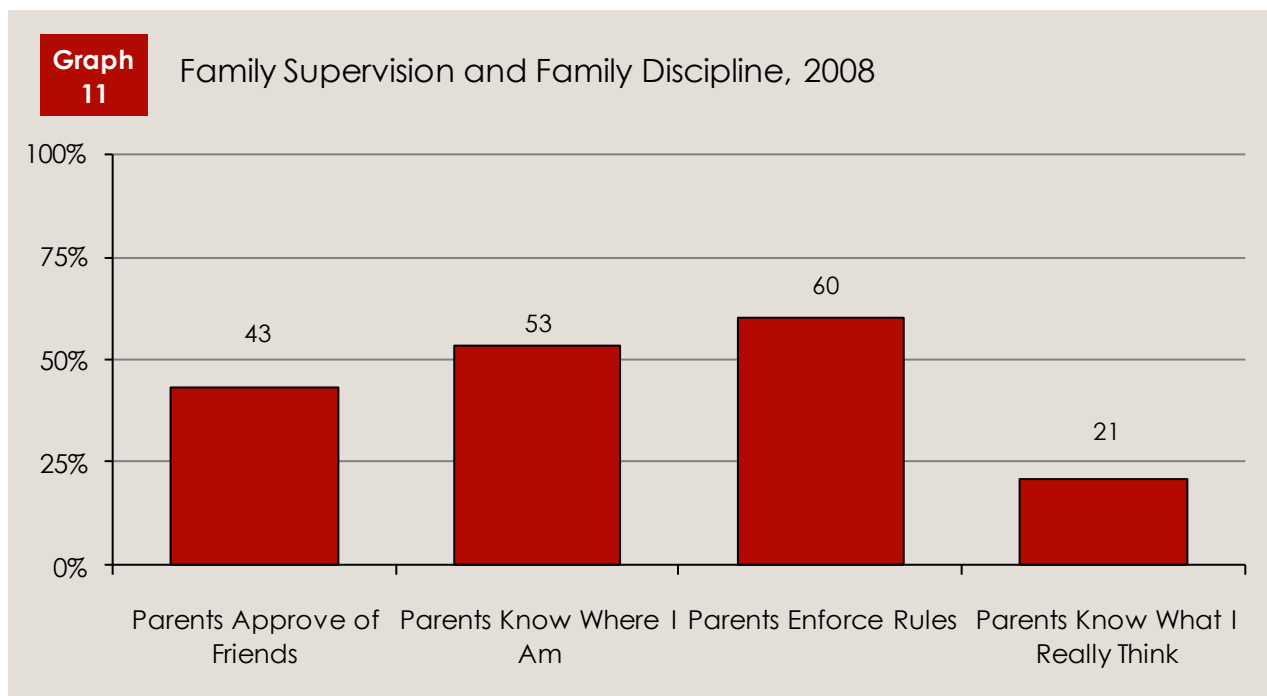
Survey results for two dimensions of family management are presented in Tables 76 and 77 and Graph 11.

1. Poor family supervision is defined as parents failing to supervise and monitor their children (knowing where they are and whom they’re with). Children who experience poor family supervision are at higher risk of developing problems with drug use, delinquency, violence and school dropout.
 - Among the overall sample of Mississippi students, 43.0% reported that their parents or guardians “always” approve of their friends.
 - Slightly more than one half of the sample,

53.2%, reported that their parents or guardians “always” know where they are and what they’re doing. This rate declines from 65.0% among 6th graders to 65.0% among 11th graders.

- Both of these family supervision indicators show higher rates among female respondents.
2. Poor family discipline is defined as parents failing to communicate clear expectations for behavior and giving excessively severe, harsh or inconsistent punishment. Children exposed to poor family disciplinary practices are at higher risk of developing problems with drug use, delinquency, violence and school dropout.
 - Among the overall sample of Mississippi students, 60.4% say that their parents or guardians “always” enforce rules about what they can and cannot do.
 - As with the supervision measures, younger students and female students reported higher levels of family discipline.

Only one of the four family management measures has shown a notable change over time. The number



of students reporting that their parents or guardians “always” approve of their friends increased from 42.9% in 2003 to 43.0% in 2008.

Community Support

The 2008 *Mississippi SmartTrack Survey* includes questions that assess two of the ways communities support healthy youth development: community attachment and community opportunities for pro-social involvement. These results are presented in Tables 78 and 79.

1. Higher rates of drug use, delinquency, and violence occur in neighborhoods where people feel little attachment to the community.
 - Among the overall sample of Mississippi students, 32.4% reported that their neighborhood “sometimes,” “frequently,” or “always” does things together as a group, and 56.8% reported that leaders of local businesses, police, schools, and churches “sometimes,” “frequently,” or “always” care about the neighborhood or community.
 - Participation in group neighborhood activities is more common among African American students (38.6%) than among White students (26.8%). In contrast, more White students (59.3%) than African American students (53.7%) reported that community leaders care about their neighborhood.
 - Both group neighborhood activities and reports of support from community leaders are more prevalent among younger students.
2. When young people become involved in their communities by participating in activities and organizations that foster healthy development, they are more likely to form connections with prosocial peers. Community involvement also provides the opportunity to bond with adult role models—such as neighbors, police, clergy and other community leaders—who can give moral guidance and emotional support.
 - Among the overall sample of Mississippi students, 64.1% reported that they

“sometimes,” “frequently,” or “always” participate in church-sponsored activities (choir, sports, youth groups, etc.), and 43.5% reported that they “sometimes,” “frequently,” or “always” participate in community activities (clubs, scouts, sports, volunteer, etc.).

- Participation in community activities declines from 52.0% in the 6th grade to 38.2% in the 11th grade.

The 2003-2008 trends for community support show mixed results. Group neighborhood activities and support from community leaders increased 5.8% and 5.8% respectively, while the rates for church- and community-sponsored activities declined 3.7 and 4.1 percentage points respectively.

Nutrition and Physical Activity

Increasingly, youth development experts are emphasizing the importance of a healthy diet and exercise during the middle school and high school years. Results for the survey’s four nutrition and physical activity questions are presented in Tables 80 and 81.

- Across the overall sample, Mississippi students reported eating fruit and vegetables less than once per day 40.9% and 50.8% respectively. Not surprisingly, as students get older and assume greater responsibility for making their own dietary choices, the amount of fruit and vegetables they eat declines.
- On average, Mississippi students reported participating in physical activity 3.1 out of the last seven days and watching 2.7 hours of television per day.
- Compared to their White counterparts, African American students reported fewer days of physical activity and more hours of television viewing.
- The four nutrition and physical activity questions were added to the *Mississippi SmartTrack Survey* in 2006. Not

surprisingly, they show little change over this two-year time period.

Other Antisocial Behaviors

In addition to assessing behaviors and attitudes relating to ATOD use, the questionnaire includes questions about four other antisocial behaviors: threatening to hurt people, vandalism, stealing, and animal abuse. Results for these questions are presented in Tables 82 and 83.

- Among the overall sample of Mississippi students, 27.5% reported that they “sometimes,” “frequently,” or “always” threaten to hurt people, 20.5% damage or destroy things on purpose, 13.7% have stolen things, and 4.0% abuse or mistreat animals.
- Two demographic patterns appear within all four of these antisocial behaviors. Male students reported higher rates than female students, and African American students reported higher rates than White students.
- Between 2003 and 2008, the number of students reporting that they threaten to hurt people increased 3.2 percentage points, and the number reporting that they damage or destroy things on purpose increased 5.8 percentage points.

Belief in the Moral Order

When people feel bonded to society, they are more motivated to follow society’s standards and expectations. Therefore, it is important for families, schools, and communities to have clearly stated policies on ATOD use. Young people, who have developed a positive belief system, and a clear sense of right and wrong, are less likely to become involved in problem behaviors. Results for the survey’s four moral values questions are presented in Tables 84 and 85.

- Among the overall sample of Mississippi students, 9.4% said that “it is okay to take something without asking if you can get away with it” and 28.4% said that “sometimes it is okay to cheat in school.”

- More than one half of surveyed students, 52.2%, agreed that “it is all right to beat up people if they start the fight.” This rate was notably higher among male students (58.3%) than among female students (46.6%).
- Across the overall sample, 77.9% of surveyed students reported that “it is important to be honest with your parents, even if they become upset or punish you.”
- Compared to the 2003 survey results, more students in 2008 said it was okay to beat people up and fewer said it is important to be honest with parents. It should be noted, however, that there is no clear year-to-year pattern for either of these questions. Both sets of prevalence rates posted lows during the 2004 and 2005 surveys before increasing again in 2007 and 2008.

Transitions and Mobility

Even normal school transitions are associated with an increase in problem behaviors. When children move from elementary school to middle school or from middle school to high school, significant increases in the rates of drug use, school dropout and antisocial behavior may occur. This is thought to occur because by making a transition to a new environment, students no longer have the bonds they had in their old environment. Consequently, students may be less likely to become attached to their schools and neighborhoods, and do not develop the bonds that protect them from involvement in problem behaviors.

- As Table 86 shows, Mississippi students reported moving to a different town or neighborhood 1.8 times and changing schools 1.3 times.
- The 2003-2008 trend for changing schools shows no notable shifts. Also, between 2004 and 2008 students reported little change in the number of times they moved to a different community or neighborhood. Results for 2002 and 2003, however, show a much higher average number of moves. A sudden change of this magnitude—that is, the change from 3.3 moves in 2003 to 1.7

moves in 2004—seems unrealistic. The possibility of some type of data coding error in the 2002 and 2003 results for this variable should be considered.

Appendix A

Data Tables

Table 1: Demographic Characteristics of Student Sample and Student Population

	SAMPLE		POPULATION	
	Number	Percentage	Number	Percentage
Sex				
Female	58,523	51.8	111,574	49.7
Male	54,500	48.2	112,754	50.3
Race/Ethnic group				
Native American	2,918	2.6	362	0.2
Asian American/ Pacific Islander	915	.8	1,777	0.8
Hispanic	3,395	3.0	2,656	1.2
African American	49,548	43.8	114,642	51.1
White	50,192	44.3	104,891	46.8
Other	5,563	4.9		
Grade				
6th	20,336	17.9	38,744	17.3
7th	21,153	18.6	40,868	18.2
8th	21,059	18.5	38,907	17.3
9th	19,487	17.2	41,191	18.4
10th	17,017	15.0	35,019	15.6
11th	14,539	12.8	29,599	13.2
Total	113,591	100.0	224,328	100.0

Note: Totals for sex and race/ethnicity do not match the overall sample size because students who did not respond to those questions are not included in this table. Please note that the race/ethnicity measure for the population does not include an "other" category.

Table 2: Prevalence of Alcohol, Tobacco, and Other Drug Use

	BEER—PAST 90 DAYS						BEER—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	25.7	17.9	17.7	21.5	19.9	19.4	16.8	16.6	16.2	17.0	16.0	14.9
Male	32.3	25.4	24.4	27.9	27.1	25.6	23.4	22.9	21.5	22.3	21.4	19.6
Race/Ethnic group												
African American	25.0	16.4	16.1	19.5	17.9	17.5	14.9	14.5	13.9	14.2	12.9	11.9
White	32.2	26.6	25.6	29.7	28.8	27.6	24.2	24.7	23.3	24.7	24.1	22.5
Grade												
6th	15.5	10.0	10.0	11.9	11.1	10.7	8.7	8.8	8.9	8.8	8.4	12.8
7th	22.3	15.3	15.2	19.0	17.1	16.7	14.0	14.1	13.6	14.8	13.2	19.9
8th	29.0	20.9	20.6	24.3	23.9	22.3	19.7	19.5	19.3	19.5	19.2	27.5
9th	35.3	26.9	26.0	29.9	28.0	27.5	25.1	24.7	23.6	23.9	22.5	31.6
10th	38.7	29.7	29.2	32.8	31.1	29.8	28.8	26.8	25.5	26.3	25.0	33.4
11th	39.8	32.4	30.8	35.3	33.6	31.2	30.1	29.4	26.7	28.8	27.2	34.4
Total	28.9	21.5	20.9	24.6	23.3	22.3	19.9	19.6	18.7	19.5	18.6	17.2

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 3: Prevalence of Alcohol, Tobacco, and Other Drug Use

	WINE COOLERS—PAST 90 DAYS						WINE COOLERS—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	33.2	26.3	25.1	25.9	23.3	21.6	22.6	21.2	20.1	19.6	17.7	15.8
Male	24.4	19.5	17.7	18.2	16.3	14.9	17.3	16.5	14.6	14.5	13.0	11.3
Race/Ethnic group												
African American	32.1	25.7	24.3	25.1	22.5	21.0	21.7	20.4	18.9	18.7	16.5	14.9
White	26.5	20.9	19.5	20.0	18.2	16.6	18.7	17.9	16.4	16.2	14.9	13.0
Grade												
6th	18.2	13.7	13.3	12.4	10.9	9.8	12.2	11.1	10.7	9.8	8.5	7.3
7th	25.4	21.2	19.8	19.7	17.1	16.7	17.1	17.2	15.5	15.3	13.4	12.2
8th	32.2	25.4	24.3	24.7	22.9	20.7	22.6	21.1	20.3	19.7	18.1	15.9
9th	34.0	27.9	25.6	27.4	24.1	22.6	23.7	23.2	20.7	20.6	18.6	16.6
10th	34.6	26.6	24.8	25.9	23.7	21.6	24.6	21.7	20.2	19.9	18.2	16.1
11th	32.5	25.7	23.7	25.4	22.4	19.9	22.6	21.4	19.3	19.5	16.8	14.5
Total	28.9	23.0	21.6	22.2	19.9	18.4	20.0	19.0	17.5	17.2	15.4	13.7

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 4: Prevalence of Alcohol, Tobacco, and Other Drug Use

	OTHER ALCOHOL—PAST 90 DAYS						OTHER ALCOHOL—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	30.8	26.1	25.2	27.4	25.7	24.7	20.2	19.8	19.2	19.7	18.7	17.3
Male	30.8	26.1	24.8	26.5	25.5	24.4	21.5	20.6	19.1	19.8	19.1	17.2
Race/Ethnic group												
African American	27.1	22.2	21.5	24.0	22.5	22.5	17.1	16.3	15.7	16.4	15.4	14.4
White	33.9	30.4	28.8	30.6	29.3	27.7	24.1	24.4	22.7	23.5	22.7	20.7
Grade												
6th	14.7	10.9	10.8	11.4	10.8	9.9	8.4	7.8	7.5	7.9	7.4	6.6
7th	22.5	18.1	17.8	19.6	17.8	17.3	13.9	13.5	13.3	14.3	12.8	11.5
8th	31.7	26.3	25.8	27.4	26.5	25.5	20.8	20.6	19.9	20.3	19.4	18.3
9th	38.5	33.0	31.4	33.7	31.4	30.9	26.8	25.9	24.3	24.8	23.4	21.6
10th	41.8	36.8	34.6	37.0	35.0	34.0	30.5	29.1	26.9	27.4	26.6	24.2
11th	43.7	39.3	37.3	39.4	37.2	34.7	31.8	30.6	29.1	29.2	28.2	24.9
Total	30.8	26.1	25.0	27.0	25.6	24.6	20.8	20.2	19.1	19.8	18.9	17.3

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 5: Prevalence of Alcohol, Tobacco, and Other Drug Use

	ALL ALCOHOL—PAST 90 DAYS						ALL ALCOHOL—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	44.2	37.4	36.4	39.1	36.4	35.0	31.5	30.4	29.6	29.7	27.9	26.1
Male	42.6	37.3	35.9	37.8	36.2	34.5	31.6	30.8	28.9	29.4	28.1	25.8
Race/Ethnic group												
African American	43.5	36.5	35.5	37.9	35.1	34.6	29.9	28.6	27.4	27.5	25.2	23.9
White	43.5	39.0	37.4	39.9	38.4	36.3	33.0	33.0	31.5	32.1	31.2	28.8
Grade												
6th	26.3	20.6	20.4	20.5	19.1	17.8	17.1	16.1	15.9	15.3	14.2	12.8
7th	35.8	30.4	29.5	31.2	28.2	27.5	24.5	24.5	23.1	23.6	21.3	19.9
8th	45.1	38.0	37.6	39.3	38.2	36.1	32.7	31.5	31.1	30.7	29.7	27.5
9th	50.9	44.8	42.8	46.6	42.9	42.3	37.7	37.0	35.1	35.4	33.2	31.6
10th	54.6	47.7	46.0	48.7	46.5	44.5	41.8	39.4	37.2	37.9	36.2	33.4
11th	56.0	50.4	48.4	51.6	48.7	45.4	43.1	41.7	39.7	40.1	38.0	34.4
Total	43.4	37.4	36.2	38.5	36.3	34.8	31.5	30.6	29.3	29.6	28.0	26.0

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 6: Prevalence of Alcohol, Tobacco, and Other Drug Use

	CIGARETTES—PAST 90 DAYS						CIGARETTES—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	23.3	16.0	15.4	17.4	15.3	15.2	16.1	15.3	15.1	14.8	13.0	12.5
Male	25.7	19.2	17.9	20.1	18.8	17.9	19.6	18.9	17.3	17.6	16.3	15.1
Race/Ethnic group												
African American	20.4	12.3	11.7	14.4	12.7	12.7	12.7	11.9	11.5	11.6	10.1	9.3
White	27.8	22.5	21.1	22.9	21.1	20.8	22.0	21.7	20.3	20.4	18.9	18.4
Grade												
6th	14.6	7.5	7.4	9.0	7.6	7.2	8.5	7.4	7.4	7.1	5.8	5.2
7th	20.7	13.4	12.4	15.0	12.8	12.1	13.8	12.9	12.2	12.3	10.3	9.5
8th	24.9	17.9	17.0	19.3	17.3	16.7	17.4	17.4	16.5	16.5	14.9	14.0
9th	28.9	21.7	21.0	22.1	20.2	20.3	21.7	20.9	20.3	19.4	17.6	17.0
10th	30.6	23.4	22.2	24.5	22.6	22.2	24.6	22.5	21.3	21.7	20.0	19.1
11th	31.7	26.3	24.3	26.5	24.8	23.9	26.1	25.6	23.5	23.7	22.2	20.8
Total	24.5	17.6	16.6	18.7	17.0	16.5	17.8	17.0	16.1	16.1	14.6	13.8

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 7: Prevalence of Alcohol, Tobacco, and Other Drug Use

	SMOKELESS TOBACCO—PAST 90 DAYS						SMOKELESS TOBACCO—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	6.0	1.5	1.7	3.2	2.9	3.3	2.1	2.2	2.4	2.9	2.6	2.7
Male	16.5	11.7	12.1	14.0	13.6	13.5	12.0	11.7	11.8	12.5	11.9	11.7
Race/Ethnic group												
African American	6.6	2.0	1.9	3.7	3.5	3.7	3.7	3.5	3.4	3.9	3.5	3.5
White	14.7	10.4	10.9	12.6	12.1	12.6	9.4	9.8	10.0	10.7	10.2	10.5
Grade												
6th	7.9	3.8	3.9	5.2	4.8	4.7	4.3	3.8	3.6	4.1	3.4	3.6
7th	9.9	5.1	5.5	7.6	6.5	7.1	5.8	5.8	5.8	6.6	5.6	5.5
8th	11.9	7.0	7.4	8.9	8.6	8.8	7.4	7.2	7.7	8.1	7.6	7.6
9th	13.1	7.8	8.7	9.6	9.9	10.0	8.5	8.5	8.9	8.9	9.2	8.9
10th	12.6	7.9	7.6	10.1	9.7	9.9	8.6	8.3	8.2	9.2	9.0	8.7
11th	12.3	7.8	8.0	9.7	9.6	9.6	7.6	8.1	8.4	9.1	8.5	8.8
Total	11.1	6.4	6.7	8.4	8.0	8.2	6.9	6.8	6.9	7.5	7.1	7.0

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 8: Prevalence of Alcohol, Tobacco, and Other Drug Use

	MARIJUANA—PAST 90 DAYS						MARIJUANA—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	15.9	10.1	9.7	12.0	10.2	10.1	9.9	9.1	9.0	9.5	8.2	7.4
Male	21.1	15.2	14.5	16.1	15.0	14.2	15.3	13.7	12.8	13.2	12.1	10.9
Race/Ethnic group												
African American	19.9	13.0	12.6	15.5	13.8	13.7	12.9	11.7	11.5	12.0	10.6	9.7
White	17.2	12.5	11.6	12.7	11.6	11.2	12.1	11.1	10.3	10.8	9.8	9.0
Grade												
6th	7.9	3.7	3.6	4.7	4.3	3.9	4.4	3.7	3.5	3.6	3.0	2.7
7th	13.6	8.2	7.8	9.9	8.0	7.7	8.5	7.9	7.2	8.0	6.5	5.4
8th	18.6	12.5	11.8	13.6	12.4	12.1	12.3	11.2	10.9	11.0	10.1	9.4
9th	23.5	17.1	16.1	18.2	16.2	16.0	16.3	15.2	14.7	14.8	13.2	12.0
10th	26.0	19.1	18.3	20.0	18.0	17.5	19.1	16.2	15.9	16.1	14.7	13.7
11th	26.2	19.3	18.9	21.3	19.4	18.2	19.0	16.9	16.3	17.6	15.5	13.7
Total	18.5	12.6	12.0	13.9	12.5	12.1	12.5	11.3	10.8	11.3	10.1	9.1

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 9: Prevalence of Alcohol, Tobacco, and Other Drug Use

	INHALANTS—PAST 90 DAYS						INHALANTS—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	6.3	3.4	3.5	4.3	4.0	4.1	3.1	3.4	3.4	3.8	3.5	3.3
Male	6.8	4.1	4.3	5.0	4.6	4.3	4.7	5.0	4.8	5.2	4.8	4.3
Race/Ethnic group												
African American	5.3	2.6	2.7	3.7	3.5	3.7	3.5	3.7	3.6	4.2	3.7	3.6
White	7.3	4.6	4.7	5.2	4.8	4.6	4.0	4.6	4.3	4.5	4.4	3.9
Grade												
6th	6.6	4.5	4.5	4.5	4.2	3.8	3.7	3.9	3.6	3.6	3.3	2.9
7th	7.5	4.5	4.5	5.6	4.8	4.9	4.6	4.7	4.4	5.0	4.3	4.0
8th	7.5	4.2	4.5	5.3	5.0	4.8	4.4	4.6	4.6	5.1	4.5	4.2
9th	6.2	3.4	3.5	4.5	4.4	4.0	3.8	4.4	4.3	4.8	4.9	4.1
10th	5.4	2.8	3.0	3.8	3.7	3.8	3.5	3.7	3.8	3.9	4.0	3.8
11th	5.1	2.4	2.6	3.3	3.1	3.7	2.8	3.6	3.6	4.0	3.4	3.8
Total	6.5	3.7	3.9	4.6	4.3	4.2	3.9	4.2	4.1	4.4	4.1	3.8

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 10: Prevalence of Alcohol, Tobacco, and Other Drug Use

	DESIGNER DRUGS—PAST 90 DAYS						DESIGNER DRUGS—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	4.8	1.7	1.7	2.9	2.8	2.9	2.3	2.3	2.4	2.9	2.7	2.6
Male	5.4	2.5	2.4	3.7	3.7	3.4	3.9	4.1	3.8	4.4	4.1	3.7
Race/Ethnic group												
African American	4.5	1.3	1.3	3.0	2.8	3.1	3.0	3.0	3.1	3.7	3.3	3.2
White	5.3	2.6	2.6	3.4	3.4	3.1	2.9	3.1	2.9	3.4	3.3	3.0
Grade												
6th	3.5	1.0	1.0	2.0	1.9	1.8	2.1	1.9	1.7	2.1	1.7	1.5
7th	4.6	1.5	1.5	3.0	2.6	2.8	2.9	3.0	2.6	3.2	2.8	2.5
8th	5.0	2.1	2.0	3.1	3.3	3.3	2.9	3.2	3.1	3.5	3.4	3.3
9th	5.9	2.5	2.6	3.7	3.9	3.4	3.5	3.7	3.7	4.3	4.4	3.7
10th	5.9	2.7	2.9	4.4	3.9	4.0	3.9	3.6	3.7	4.4	4.0	4.0
11th	6.3	3.1	3.0	4.5	4.4	4.0	3.7	4.0	4.1	4.9	4.3	4.1
Total	5.1	2.1	2.1	3.3	3.2	3.2	3.1	3.2	3.1	3.6	3.4	3.1

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 11: Prevalence of Alcohol, Tobacco, and Other Drug Use

	STEROIDS—PAST 90 DAYS						STEROIDS—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	4.8	1.3	1.2	2.0	1.8	2.0	1.8	1.9	1.9	2.2	1.9	1.8
Male	6.3	3.1	2.8	3.9	3.6	3.6	4.3	4.3	3.9	4.4	3.9	3.7
Race/Ethnic group												
African American	5.7	2.0	1.9	3.2	3.0	3.3	3.4	3.2	3.2	3.7	3.3	3.2
White	5.2	2.1	1.8	2.3	2.1	2.1	2.6	2.8	2.4	2.6	2.3	2.1
Grade												
6th	5.4	2.6	2.5	2.9	2.8	2.7	2.8	2.6	2.3	2.5	2.1	1.9
7th	5.6	2.1	2.0	3.2	2.7	3.0	3.1	3.1	2.8	3.3	2.8	2.5
8th	5.4	2.2	1.8	2.6	2.6	2.5	3.1	3.1	2.9	3.2	2.9	2.7
9th	5.8	2.0	1.8	2.7	2.9	2.7	3.2	3.4	3.2	3.6	3.5	3.0
10th	5.3	1.9	1.6	2.9	2.4	2.8	3.2	3.1	3.0	3.5	3.1	3.0
11th	5.4	1.9	2.0	2.9	2.7	2.8	2.7	3.3	3.2	3.6	3.1	3.3
Total	5.5	2.2	2.0	2.9	2.7	2.8	3.0	3.1	2.9	3.2	2.9	2.7

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 12: Prevalence of Alcohol, Tobacco, and Other Drug Use

	HALLUCINOGENS—PAST 90 DAYS						HALLUCINOGENS—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	4.4	2.0	1.9	2.8	2.6	2.8	2.1	2.2	2.2	2.6	2.4	2.3
Male	4.7	2.6	2.4	3.4	3.1	3.0	3.9	4.0	3.5	4.1	3.7	3.5
Race/Ethnic group												
African American	4.2	2.0	1.9	3.2	3.0	3.1	3.2	3.2	3.1	3.8	3.3	3.3
White	4.7	2.4	2.3	2.8	2.6	2.6	2.6	2.8	2.5	2.8	2.7	2.4
Grade												
6th	3.0	1.1	1.1	2.0	1.7	1.7	2.1	1.9	1.6	2.0	1.6	1.6
7th	4.3	2.0	2.0	2.9	2.6	2.5	2.9	3.0	2.5	3.2	2.7	2.4
8th	4.6	2.5	2.0	2.9	2.9	2.8	2.9	2.9	2.9	3.3	3.1	2.8
9th	5.4	2.9	2.8	3.6	3.5	3.4	3.3	3.7	3.5	3.9	4.0	3.5
10th	5.3	2.8	2.7	3.7	3.4	3.5	3.6	3.5	3.5	4.0	3.7	3.6
11th	5.5	2.9	2.9	3.7	3.5	3.8	3.2	3.6	3.5	4.3	3.6	3.8
Total	4.6	2.3	2.2	3.1	2.9	2.9	3.0	3.1	2.8	3.4	3.1	2.9

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 13: Prevalence of Alcohol, Tobacco, and Other Drug Use

	UPPERS—PAST 90 DAYS						UPPERS—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	9.1	5.2	4.5	5.3	4.7	4.3	5.1	4.7	4.2	4.6	4.0	3.5
Male	6.9	3.8	3.4	4.2	4.0	3.8	4.8	4.8	4.1	4.6	4.3	4.0
Race/Ethnic group												
African American	5.2	1.9	1.9	3.3	3.3	3.3	3.4	3.2	3.2	3.8	3.4	3.3
White	10.0	6.9	5.7	6.0	5.2	4.6	6.2	6.1	4.8	5.2	4.6	4.0
Grade												
6th	4.8	2.2	2.1	3.1	2.8	2.4	2.8	2.4	2.2	2.5	2.2	2.0
7th	6.5	3.2	2.9	4.1	3.8	3.6	3.8	3.8	3.2	4.0	3.5	3.0
8th	7.8	4.4	3.8	4.6	4.6	4.2	4.7	4.7	4.1	4.5	4.2	3.9
9th	9.6	5.4	4.8	5.2	5.0	4.6	6.2	5.7	5.1	5.3	5.1	4.3
10th	10.2	6.3	5.4	6.3	4.9	5.2	6.9	6.1	5.4	5.9	4.9	4.8
11th	10.8	7.0	5.9	6.2	5.5	5.1	7.0	7.0	6.0	6.3	5.2	4.9
Total	8.0	4.5	4.0	4.8	4.4	4.1	5.0	4.8	4.1	4.6	4.1	3.7

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 14: Prevalence of Alcohol, Tobacco, and Other Drug Use

	DOWNERS—PAST 90 DAYS						DOWNERS—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	4.5	2.0	1.8	2.3	2.1	2.2	2.4	2.5	2.4	2.7	2.3	2.2
Male	5.1	2.6	2.4	3.3	2.9	2.8	4.0	4.2	3.7	4.2	3.7	3.5
Race/Ethnic group												
African American	3.6	1.0	0.9	2.2	2.0	2.2	2.7	2.7	2.7	3.4	2.9	2.9
White	5.6	3.5	3.1	3.2	2.7	2.6	3.5	3.8	3.3	3.4	3.0	2.7
Grade												
6th	2.9	0.7	0.7	1.6	1.4	1.4	1.9	1.7	1.4	1.9	1.4	1.4
7th	3.8	1.4	1.2	2.4	1.8	2.1	2.7	2.7	2.4	3.0	2.4	2.3
8th	4.3	1.9	1.8	2.3	2.3	2.1	2.7	2.9	2.8	3.2	2.9	2.5
9th	5.7	3.0	2.9	3.3	3.0	2.8	3.7	4.1	3.8	4.0	3.9	3.3
10th	6.3	3.6	3.2	3.8	3.2	3.3	4.4	4.2	4.1	4.4	4.0	3.7
11th	7.1	4.2	3.9	3.9	3.7	3.6	4.5	5.0	4.8	4.7	3.9	4.2
Total	4.8	2.3	2.1	2.8	2.5	2.5	3.2	3.3	3.1	3.4	3.0	2.8

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 15: Prevalence of Alcohol, Tobacco, and Other Drug Use

	COCAINE—PAST 90 DAYS						COCAINE—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	4.7	1.3	1.3	2.4	2.0	2.1	2.0	2.1	2.1	2.6	2.1	2.0
Male	5.2	2.1	2.1	3.2	2.9	2.7	3.6	3.9	3.6	4.1	3.7	3.3
Race/Ethnic group												
African American	4.3	1.1	1.0	2.6	2.3	2.5	2.7	2.8	2.8	3.5	3.0	2.9
White	5.3	2.1	2.0	2.8	2.3	2.2	2.6	2.9	2.7	3.0	2.6	2.3
Grade												
6th	3.7	1.0	1.0	1.9	1.6	1.7	2.0	1.9	1.6	1.9	1.6	1.6
7th	4.9	1.5	1.3	2.8	2.1	2.3	2.9	2.9	2.6	3.1	2.6	2.2
8th	4.9	1.5	1.6	2.5	2.4	2.2	2.6	2.7	2.8	3.1	2.7	2.4
9th	5.4	2.0	1.9	3.0	2.9	2.6	2.8	3.4	3.3	4.0	3.7	3.1
10th	5.4	2.0	2.1	3.4	2.6	2.9	3.3	3.2	3.3	4.0	3.4	3.3
11th	6.1	2.5	2.5	3.5	3.5	3.0	3.2	3.8	3.9	4.3	3.6	3.5
Total	5.0	1.7	1.7	2.8	2.4	2.4	2.8	2.9	2.8	3.3	2.9	2.6

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 16: Prevalence of Alcohol, Tobacco, and Other Drug Use

	HEROIN—PAST 90 DAYS						HEROIN—PAST 30 DAYS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	3.5	0.8	0.7	1.6	1.5	1.7	1.3	1.4	1.5	2.1	1.8	1.8
Male	4.1	1.5	1.5	2.5	2.4	2.3	2.9	3.4	3.0	3.6	3.4	3.1
Race/Ethnic group												
African American	3.8	1.1	1.0	2.3	2.1	2.3	2.4	2.8	2.8	3.5	3.0	2.8
White	3.6	1.0	1.0	1.6	1.5	1.5	1.6	1.9	1.7	2.1	2.0	1.9
Grade												
6th	3.2	0.9	0.9	1.8	1.7	1.6	2.0	2.0	1.6	2.0	1.6	1.5
7th	4.0	1.3	1.2	2.3	1.7	2.1	2.2	2.6	2.3	2.9	2.4	2.2
8th	3.8	1.1	1.1	1.9	2.0	1.7	2.0	2.2	2.2	2.7	2.5	2.3
9th	4.0	1.2	1.2	2.2	2.3	2.1	2.0	2.6	2.6	3.5	3.3	2.8
10th	3.8	1.2	1.2	2.2	1.9	2.1	2.2	2.4	2.4	3.1	2.9	2.8
11th	3.9	1.1	1.2	1.9	2.1	2.3	1.8	2.4	2.6	3.2	2.7	3.1
Total	3.8	1.1	1.1	2.1	1.9	2.0	2.0	2.4	2.3	2.9	2.6	2.4

Note: Data points show the percentage of students who reported one or more occasions of use within the past 90 days or past 30 days.

Table 17: Age of First Use

	BEER						WINE COOLERS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	12.2	12.2	12.1	12.1	12.1	12.5	12.4	12.3	12.2	12.3	12.3	12.6
Male	12.0	12.1	12.0	12.0	12.0	12.5	11.9	11.8	11.8	11.8	11.9	12.3
Race/Ethnic group												
African American	11.8	11.8	11.8	11.7	11.7	12.2	12.3	12.1	12.1	12.1	12.1	12.5
White	12.3	12.4	12.3	12.3	12.4	12.7	12.1	12.1	12.1	12.1	12.1	12.5
Grade												
6th	10.9	10.9	11.0	10.9	11.0	11.5	11.2	11.2	11.3	11.2	11.3	11.7
7th	11.2	11.2	11.3	11.3	11.2	11.8	11.5	11.5	11.5	11.5	11.5	11.9
8th	11.6	11.6	11.5	11.6	11.6	12.0	11.7	11.7	11.6	11.7	11.7	12.1
9th	12.2	12.1	12.0	12.0	12.1	12.5	12.2	12.0	12.0	12.1	12.1	12.4
10th	12.9	12.7	12.7	12.7	12.7	13.1	12.8	12.6	12.6	12.6	12.6	13.0
11th	13.4	13.3	13.3	13.2	13.2	13.5	13.3	13.1	13.1	13.0	13.0	13.3
Total	12.1	12.1	12.1	12.0	12.1	12.5	12.2	12.1	12.1	12.1	12.1	12.5

Note: Data points show the average age at which students reported first using a substance. Students with no substance use are not included in this calculation.

Table 18: Age of First Use

	OTHER ALCOHOL						MARIJUANA					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	12.8	12.7	12.6	12.7	12.7	12.9	13.4	13.2	13.2	13.3	13.3	13.3
Male	12.5	12.5	12.4	12.5	12.5	12.8	12.9	12.9	12.8	12.8	12.9	13.1
Race/Ethnic group												
African American	12.7	12.6	12.6	12.6	12.6	12.9	13.3	13.2	13.1	13.1	13.1	13.2
White	12.6	12.6	12.6	12.7	12.7	12.9	13.0	13.0	12.9	13.0	13.1	13.3
Grade												
6th	11.3	11.3	11.4	11.3	11.4	11.8	11.7	11.7	11.8	11.8	11.8	12.0
7th	11.7	11.6	11.7	11.7	11.7	12.0	12.1	11.9	12.0	12.0	12.0	12.2
8th	12.0	12.0	11.9	12.0	12.0	12.2	12.3	12.3	12.2	12.3	12.3	12.5
9th	12.6	12.4	12.4	12.5	12.6	12.7	13.0	12.8	12.7	12.9	12.9	13.0
10th	13.4	13.2	13.2	13.3	13.3	13.5	13.7	13.5	13.5	13.6	13.6	13.7
11th	14.0	13.8	13.7	13.8	13.8	13.9	14.2	14.0	14.0	14.1	14.1	14.1
Total	12.7	12.6	12.5	12.6	12.6	12.8	13.1	13.0	13.0	13.0	13.1	13.2

Note: Data points show the average age at which students reported first using a substance. Students with no substance use are not included in this calculation.

Table 19: Age of First Use

	CIGARETTES						SMOKELESS TOBACCO					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	12.1	12.2	12.2	12.2	12.2	12.6	11.8	11.8	12.1	12.2	12.2	12.4
Male	11.9	12.0	12.0	12.0	12.0	12.5	11.9	11.9	11.9	12.0	12.1	12.4
Race/Ethnic group												
African American	12.0	12.0	12.0	12.0	12.0	12.4	12.0	11.8	11.9	12.2	12.2	12.4
White	12.0	12.1	12.1	12.2	12.3	12.7	11.9	11.9	12.0	12.1	12.1	12.5
Grade												
6th	10.9	11.0	11.1	11.1	11.0	11.6	11.1	11.1	11.2	11.3	11.4	11.8
7th	11.3	11.3	11.4	11.4	11.3	11.8	11.3	11.2	11.4	11.5	11.4	11.9
8th	11.6	11.6	11.6	11.7	11.6	12.1	11.5	11.6	11.6	11.6	11.7	12.0
9th	12.1	12.0	12.0	12.1	12.1	12.5	12.0	11.9	12.0	12.1	12.2	12.4
10th	12.6	12.6	12.5	12.7	12.7	13.1	12.4	12.4	12.4	12.6	12.7	12.9
11th	12.9	13.1	13.1	13.2	13.2	13.5	12.6	12.8	12.8	13.0	13.1	13.2
Total	12.0	12.1	12.1	12.1	12.1	12.5	11.9	11.9	12.0	12.1	12.1	12.4

Note: Data points show the average age at which students reported first using a substance. Students with no substance use are not included in this calculation.

Table 20: Age of First Use

	INHALANTS						STEROIDS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	11.8	11.8	11.8	11.9	11.8	12.2	12.5	12.2	12.2	12.4	12.4	12.4
Male	11.7	11.8	11.7	11.8	11.9	12.2	12.9	12.7	12.7	12.7	12.8	12.7
Race/Ethnic group												
African American	11.8	11.7	11.7	11.8	11.8	12.1	12.6	12.4	12.4	12.5	12.6	12.6
White	11.8	11.8	11.8	11.9	11.9	12.3	12.9	12.7	12.7	12.8	12.8	12.7
Grade												
6th	11.2	11.1	11.1	11.3	11.2	11.6	11.8	11.6	11.7	11.8	12.4	12.0
7th	11.4	11.3	11.3	11.4	11.3	11.8	12.2	11.6	12.2	12.0	12.2	12.0
8th	11.5	11.6	11.5	11.5	11.6	11.9	12.4	12.2	12.2	12.1	12.2	12.3
9th	12.0	12.0	11.8	12.0	12.0	12.3	13.3	13.0	12.7	12.9	12.6	12.9
10th	12.4	12.4	12.5	12.5	12.5	12.7	13.5	13.4	13.4	13.4	13.2	13.3
11th	12.7	12.9	12.9	12.9	12.8	12.9	14.1	14.1	13.9	14.0	13.9	13.5
Total	11.8	11.8	11.7	11.8	11.8	12.2	12.8	12.5	12.6	12.6	12.7	12.6

Note: Data points show the average age at which students reported first using a substance. Students with no substance use are not included in this calculation.

Table 21: Age of First Use

	DESIGNER DRUGS						HALLUCINOGENS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	13.4	13.4	13.3	13.4	13.4	13.2	12.9	12.7	12.6	12.7	12.8	12.8
Male	13.3	13.1	13.2	13.2	13.2	13.2	12.9	12.7	12.8	12.7	12.8	12.9
Race/Ethnic group												
African American	13.1	13.0	12.9	13.1	13.0	13.0	12.7	12.4	12.4	12.4	12.5	12.6
White	13.5	13.4	13.5	13.4	13.5	13.4	13.1	13.0	12.9	12.9	13.0	13.1
Grade												
6th	12.1	11.9	12.0	12.4	12.2	12.0	11.9	11.6	11.7	11.8	12.2	11.9
7th	12.5	12.0	12.3	12.0	12.1	12.2	12.1	11.7	11.8	11.8	11.9	12.1
8th	12.6	12.3	12.4	12.4	12.6	12.4	12.3	12.1	12.0	12.1	12.1	12.3
9th	13.2	13.0	13.0	13.3	13.0	13.1	13.0	12.5	12.6	12.7	12.6	12.7
10th	14.0	13.8	13.9	14.0	14.1	13.9	13.4	13.4	13.2	13.3	13.4	13.5
11th	14.8	14.7	14.6	14.6	14.4	14.3	14.1	14.0	13.8	13.8	13.9	13.7
Total	13.4	13.2	13.3	13.3	13.3	13.2	12.9	12.7	12.7	12.7	12.8	12.8

Note: Data points show the average age at which students reported first using a substance. Students with no substance use are not included in this calculation.

Table 22: Age of First Use

	UPPERS						DOWNERS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	13.3	13.2	13.1	13.3	13.1	13.2	13.3	13.3	13.2	13.2	13.1	13.0
Male	13.0	12.9	12.9	12.9	12.9	13.0	13.2	13.1	13.0	12.9	12.8	12.9
Race/Ethnic group												
African American	12.9	12.8	12.7	13.0	12.8	12.9	12.9	12.7	12.7	12.8	12.8	12.6
White	13.3	13.2	13.1	13.2	13.1	13.2	13.4	13.3	13.2	13.2	13.0	13.2
Grade												
6th	11.9	11.7	11.7	12.1	12.3	12.0	12.3	11.7	11.9	12.1	12.7	12.1
7th	12.2	11.9	11.9	12.1	12.0	12.2	12.2	11.9	12.1	12.1	11.9	12.2
8th	12.4	12.3	12.2	12.4	12.4	12.4	12.5	12.3	12.2	12.3	12.2	12.3
9th	13.0	12.9	13.0	13.1	13.0	13.0	13.0	12.9	12.7	12.9	12.8	12.8
10th	13.9	13.6	13.6	13.8	13.7	13.8	13.6	13.5	13.5	13.4	13.3	13.4
11th	14.5	14.3	14.1	14.1	14.1	14.1	14.3	14.3	14.1	14.1	13.9	13.7
Total	13.2	13.1	13.0	13.1	13.0	13.1	13.3	13.2	13.1	13.0	12.9	12.9

Note: Data points show the average age at which students reported first using a substance. Students with no substance use are not included in this calculation.

Table 23: Age of First Use

	COCAINE						HEROIN					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	13.5	13.3	13.2	13.4	13.4	13.1	12.8	12.4	12.4	12.8	12.5	12.7
Male	13.3	13.1	13.0	13.1	13.0	13.0	12.5	12.2	12.4	12.4	12.6	12.5
Race/Ethnic group												
African American	12.9	12.7	12.6	12.8	12.5	12.6	12.7	12.3	12.4	12.7	12.7	12.6
White	13.6	13.5	13.4	13.5	13.5	13.4	12.6	12.4	12.5	12.4	12.5	12.6
Grade												
6th	12.2	11.7	11.9	12.4	12.4	11.9	12.0	11.4	12.0	12.1	12.4	12.0
7th	12.2	11.7	11.9	12.0	11.9	12.1	12.2	11.6	12.1	12.0	12.2	12.3
8th	12.6	12.4	12.2	12.4	12.3	12.4	12.5	12.1	11.9	11.9	12.1	12.2
9th	13.3	13.2	12.8	13.1	13.0	13.0	12.8	12.4	12.4	12.7	12.4	12.7
10th	14.2	13.7	13.8	13.8	13.8	13.7	13.3	12.9	12.9	13.2	12.9	13.1
11th	14.8	14.7	14.4	14.5	14.4	13.9	13.8	13.5	13.4	13.4	13.3	13.1
Total	13.4	13.2	13.1	13.2	13.2	13.1	12.6	12.3	12.4	12.6	12.5	12.6

Note: Data points show the average age at which students reported first using a substance. Students with no substance use are not included in this calculation.

Table 24: Alcohol, Tobacco, and Other Drug Availability

	ALCOHOL AT HOME						TOBACCO PRODUCTS AT HOME					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	21.1	22.8	22.8	24.7	24.4	23.4	22.7	19.1	19.1	21.8	20.2	19.0
Male	21.2	23.1	23.6	24.9	24.8	23.7	24.9	22.6	22.5	25.0	23.9	22.5
Race/Ethnic group												
African American	19.3	21.4	21.5	22.8	22.3	21.4	16.0	14.8	14.5	15.6	14.5	13.1
White	22.6	24.5	24.6	26.7	26.9	26.0	30.3	26.6	26.5	30.6	29.2	28.2
Grade												
6th	15.2	17.2	17.4	18.4	17.7	17.0	16.8	13.7	13.1	16.1	14.7	13.9
7th	18.6	20.6	20.1	22.0	21.6	20.4	20.6	17.3	17.0	20.2	18.9	17.2
8th	22.5	23.6	23.8	25.1	26.1	24.6	25.6	21.3	21.4	23.8	22.7	21.8
9th	24.6	26.5	27.0	28.4	27.5	27.2	27.4	24.9	25.0	26.9	24.9	24.0
10th	24.6	26.5	27.1	28.5	28.2	27.0	27.7	25.4	26.0	27.7	26.3	24.2
11th	23.9	25.6	26.1	28.7	28.0	26.9	27.1	25.0	25.6	28.1	26.5	24.5
Total	21.1	23.0	23.2	24.8	24.5	23.6	23.7	20.8	20.8	23.3	21.9	20.7

Note: Data points show the percentage of students who selected "sometimes," "frequently," or "always."

Table 25: Alcohol, Tobacco, and Other Drug Availability

	FRIENDS BUY ALCOHOL FOR YOU						BUSINESSES ID FOR ALCOHOL OR TOBACCO					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	15.1	14.9	14.4	15.5	14.6	14.5	70.0	76.6	76.3	74.2	73.0	71.5
Male	16.1	16.0	15.2	16.4	15.7	15.0	60.0	68.9	69.5	65.9	65.5	65.0
Race/Ethnic group												
African American	12.1	11.9	11.6	12.6	11.6	12.0	58.3	68.0	68.2	64.9	63.9	62.4
White	18.6	19.3	18.3	19.7	19.0	18.1	71.6	78.3	78.2	76.2	75.3	75.4
Grade												
6th	4.3	3.8	3.6	4.4	4.0	4.0	57.3	66.3	66.9	63.2	62.2	60.0
7th	7.9	7.7	7.4	8.5	7.7	7.8	61.7	71.1	72.5	67.7	67.4	66.6
8th	12.9	12.9	12.8	13.5	13.2	13.0	66.8	74.6	75.2	72.0	71.5	70.1
9th	20.9	20.4	19.6	20.5	19.0	19.0	68.1	74.8	74.2	72.4	70.5	70.6
10th	26.6	25.8	24.3	26.1	24.4	23.3	70.2	76.3	74.7	73.6	72.5	71.9
11th	29.4	29.7	29.0	30.4	28.9	26.5	71.1	76.9	76.3	74.2	73.0	72.2
Total	15.6	15.4	14.8	16.0	15.1	14.7	65.2	72.9	73.0	70.2	69.2	68.3

Note: Data points show the percentage of students who selected "sometimes," "frequently," or "always."

Table 26: Alcohol, Tobacco, and Other Drug Availability

	ALCOHOL IN THE COMMUNITY						TOBACCO PRODUCTS IN THE COMMUNITY					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	56.6	51.8	51.4	54.5	52.5	52.4	52.9	49.5	49.1	50.4	48.0	48.0
Male	49.6	43.5	42.9	46.6	45.7	45.4	49.8	44.8	44.7	46.7	45.3	45.2
Race/Ethnic group												
African American	46.1	41.2	41.4	44.2	43.0	42.6	40.0	37.2	37.5	38.5	36.8	36.4
White	60.0	56.1	54.8	59.0	57.3	57.6	61.7	58.6	57.6	60.1	57.9	58.6
Grade												
6th	25.1	17.8	18.2	21.9	21.1	20.4	25.1	18.1	18.3	21.2	20.1	19.5
7th	40.2	34.0	32.8	37.3	35.5	36.5	38.3	33.9	33.3	36.1	33.1	34.6
8th	54.6	48.4	47.6	50.7	49.3	49.8	52.4	48.3	47.2	48.4	46.0	46.9
9th	67.1	60.8	60.7	62.8	60.7	60.2	64.5	59.5	60.1	59.7	57.3	57.2
10th	72.4	68.6	68.5	70.2	67.8	67.0	69.9	67.0	67.2	67.3	64.9	63.9
11th	75.2	71.3	71.6	73.7	71.0	68.7	72.9	70.4	70.7	71.2	68.6	66.1
Total	53.3	47.9	47.4	50.7	49.2	48.9	51.4	47.3	47.0	48.6	46.6	46.5

Note: Data points show the percentage of students who selected "sometimes," "frequently," or "always."

Table 27: Alcohol, Tobacco, and Other Drug Availability

	ILLEGAL DRUGS IN THE COMMUNITY					
	2003	2004	2005	2006	2007	2008
Sex						
Female	43.6	41.8	41.4	41.3	38.9	38.4
Male	39.1	35.5	34.5	35.5	33.6	32.8
Race/Ethnic group						
African American	38.9	36.3	36.6	38.0	36.6	35.6
White	44.2	43.1	41.4	41.0	38.3	37.8
Grade						
6th	13.9	10.7	10.6	11.9	11.0	11.0
7th	25.9	23.6	22.5	23.3	20.9	21.4
8th	39.7	36.7	36.1	35.5	33.3	32.7
9th	55.4	51.4	50.6	50.3	47.1	46.5
10th	63.2	60.0	60.2	59.3	55.8	54.2
11th	67.5	65.0	64.8	64.5	61.3	58.2
Total	41.4	38.8	38.1	38.5	36.3	35.7

Note: Data points show the percentage of students who selected "sometimes," "frequently," or "always."

Table 28: Perception of Risk

	TRY ONE OR TWO DRINKS OF ALCOHOL						TAKE ONE OR TWO DRINKS NEARLY EVERY DAY					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	31.0	34.1	35.3	36.1	36.0	32.9	57.4	60.7	60.9	61.5	61.0	57.7
Male	27.6	30.5	31.3	31.6	31.3	28.4	48.3	50.7	51.6	51.7	50.8	48.1
Race/Ethnic group												
African American	33.3	35.6	36.3	37.2	37.1	33.4	51.0	53.9	53.7	54.4	53.5	49.3
White	25.8	29.0	30.2	30.4	30.4	28.1	54.9	58.0	59.0	59.5	58.8	56.9
Grade												
6th	33.9	37.6	37.5	37.7	36.2	32.0	51.8	55.3	55.7	55.3	53.7	49.8
7th	31.2	34.9	36.1	35.9	35.7	32.5	52.4	56.1	57.1	56.3	56.6	52.7
8th	28.4	31.2	32.4	33.2	32.6	29.5	51.6	54.9	55.6	56.3	54.9	52.3
9th	27.0	29.8	31.3	32.3	32.7	30.5	52.8	54.9	55.4	56.9	56.3	53.5
10th	26.9	28.9	30.4	31.9	32.2	29.4	54.8	56.6	57.4	58.2	57.3	55.0
11th	26.6	29.8	30.5	31.1	32.1	30.3	56.1	58.5	58.3	58.8	58.6	56.0
Total	29.3	32.4	33.4	33.9	33.7	30.7	53.0	55.9	56.4	56.8	56.1	53.0

Note: Data points show the percentage of students who reported a "great" risk of harm.

Table 29: Perception of Risk

	TAKE FOUR OR FIVE DRINKS NEARLY EVERY DAY						5+ DRINKS ONCE OR TWICE EACH WEEKEND					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	80.6	81.2	80.9	80.4	80.0	75.96	79.3	79.6	79.1	78.7	78.3	72.9
Male	71.5	71.5	71.9	71.2	70.5	66.6	70.4	70.5	70.9	69.9	69.8	64.3
Race/Ethnic group												
African American	72.2	72.2	71.5	70.8	70.1	64.1	69.9	70.5	69.8	69.1	68.6	61.4
White	80.2	81.2	81.6	81.4	81.1	78.5	79.8	80.3	80.5	80.0	80.1	76.3
Grade												
6th	72.0	72.0	72.4	71.0	70.1	64.3	71.2	71.3	71.6	70.0	69.7	61.3
7th	73.7	75.0	75.6	73.8	74.1	69.2	73.0	74.6	74.7	73.4	73.5	67.0
8th	76.4	77.0	76.9	76.5	75.7	71.7	76.0	76.5	76.3	75.4	75.1	69.9
9th	77.7	76.7	76.8	77.5	76.1	72.8	76.9	75.6	75.5	75.9	74.6	70.9
10th	79.6	79.8	79.3	79.0	78.6	74.7	77.2	77.4	76.9	77.0	76.8	71.9
11th	80.7	81.0	80.3	79.9	79.5	76.0	77.6	77.3	77.3	76.3	76.0	72.6
Total	76.2	76.5	76.6	75.9	75.4	71.1	75.0	75.2	75.2	74.5	74.1	68.7

Note: Data points show the percentage of students who reported a "great" risk of harm.

Table 30: Perception of Risk

	1 OR MORE PACKS OF CIGARETTES PER DAY						USE SMOKELESS TOBACCO REGULARLY					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	79.3	78.8	78.2	78.6	77.7	73.7	56.5	72.5	72.5	72.6	72.1	66.4
Male	74.5	73.3	73.1	72.9	72.1	68.1	49.1	63.9	63.7	63.4	62.6	57.6
Race/Ethnic group												
African American	69.5	68.8	67.6	67.8	66.4	61.2	50.3	61.9	61.5	61.6	60.7	54.4
White	84.0	83.9	84.0	84.4	83.9	81.1	55.1	75.2	75.1	75.1	74.6	70.5
Grade												
6th	67.7	66.8	66.7	66.0	64.7	59.5	56.6	57.9	57.0	56.6	55.1	48.6
7th	72.4	72.6	73.2	72.1	71.6	67.3	58.0	64.4	65.2	63.4	63.1	57.3
8th	77.5	77.0	76.6	77.0	76.5	72.0	55.5	68.0	68.5	68.1	67.6	61.5
9th	81.1	78.4	78.4	79.1	77.4	74.3	50.6	71.5	71.5	72.3	71.2	67.0
10th	83.8	82.7	81.3	81.7	80.8	77.1	47.2	76.1	75.5	75.8	75.5	70.6
11th	84.8	84.0	82.6	83.0	81.7	78.3	45.0	77.4	77.7	78.0	76.8	72.5
Total	77.0	76.2	75.8	75.8	74.9	70.8	52.9	68.3	68.3	68.1	67.5	62.2

Note: Data points show the percentage of students who reported a "great" risk of harm.

Table 31: Perception of Risk

	TRY MARIJUANA ONCE OR TWICE						SMOKE MARIJUANA OCCASIONALLY					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	76.5	59.5	58.9	58.3	57.6	52.3	82.8	77.0	76.4	75.7	74.6	68.5
Male	68.3	52.0	50.8	51.0	50.3	45.2	75.5	69.1	68.8	67.8	67.1	60.4
Race/Ethnic group												
African American	66.1	52.7	51.1	51.3	51.0	45.0	70.4	66.3	65.2	64.7	64.0	57.1
White	78.4	58.7	58.1	57.9	56.7	52.5	87.4	80.0	79.8	79.1	78.0	72.6
Grade												
6th	70.0	58.9	57.0	55.9	54.7	46.2	72.0	69.2	68.5	66.5	65.4	55.7
7th	74.1	60.7	60.1	58.7	58.6	51.8	77.1	74.8	74.9	72.7	72.0	64.5
8th	75.9	58.6	57.4	57.1	56.7	51.7	81.8	76.6	75.8	75.3	74.4	68.1
9th	73.9	53.9	53.2	53.7	52.8	49.2	82.4	73.7	73.6	73.2	72.1	67.6
10th	71.1	50.5	50.2	51.5	49.8	46.6	82.8	73.3	72.4	72.7	71.1	66.6
11th	69.0	49.1	48.4	49.0	49.2	46.0	82.3	71.3	70.4	70.7	69.9	65.4
Total	72.6	55.9	55.0	54.8	54.1	48.8	79.3	73.2	72.7	71.9	70.9	64.5

Note: Data points show the percentage of students who reported a "great" risk of harm.

Table 32: Perception of Risk

	SMOKE MARIJUANA REGULARLY						TRY COCAINE IN POWDER FORM ONCE OR TWICE					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	72.8	81.5	81.9	81.0	80.0	72.5	70.6	72.8	72.4	71.7	70.2	62.4
Male	65.2	74.0	74.6	73.6	72.8	64.6	68.7	70.2	69.7	69.0	67.6	58.8
Race/Ethnic group												
African American	61.8	69.1	69.0	68.3	67.3	59.3	65.9	68.2	67.3	66.8	65.5	55.9
White	75.8	86.7	87.5	86.8	85.8	78.9	73.4	75.4	75.2	74.5	73.0	66.1
Grade												
6th	57.2	69.4	70.2	68.0	66.9	56.2	59.9	62.2	61.5	60.3	58.7	48.8
7th	63.9	76.6	77.9	75.4	74.9	65.6	64.3	67.4	67.5	65.8	65.2	55.9
8th	68.4	80.3	81.0	80.3	79.2	71.4	70.1	71.6	71.7	70.6	69.2	60.8
9th	74.3	80.1	80.6	80.1	79.1	72.9	73.4	74.2	74.2	74.2	71.5	64.6
10th	78.3	82.0	81.4	81.6	80.1	73.8	77.1	78.4	77.1	76.7	75.2	67.4
11th	79.9	81.4	81.4	81.0	80.1	74.4	79.4	80.6	79.6	79.1	77.4	70.0
Total	69.2	77.9	78.4	77.4	76.4	68.7	69.7	71.6	71.1	70.3	68.9	60.6

Note: Data points show the percentage of students who reported a "great" risk of harm.

Table 33: Perception of Risk

	USE COCAINE POWDER OCCASIONALLY						USE COCAINE POWDER REGULARLY					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	84.8	85.7	85.4	84.5	83.6	74.9	86.9	87.5	87.2	86.2	85.5	75.9
Male	79.7	80.7	80.6	79.5	78.6	69.3	81.6	82.3	82.2	81.2	80.5	69.8
Race/Ethnic group												
African American	74.1	75.8	75.0	74.0	72.9	62.5	75.1	76.6	75.8	74.8	73.7	62.8
White	90.0	91.0	91.1	90.6	89.9	82.5	92.8	93.7	93.7	93.1	92.7	83.7
Grade												
6th	72.0	73.2	73.0	70.8	69.6	59.0	73.4	74.1	73.7	72.1	70.9	59.0
7th	77.7	79.6	80.1	77.6	77.4	67.5	79.6	81.4	81.7	79.4	79.1	68.0
8th	83.7	84.7	84.9	84.0	82.7	73.7	86.0	86.6	87.0	85.9	85.0	74.6
9th	86.8	86.4	86.4	85.9	84.2	76.5	89.0	88.5	88.5	87.7	86.2	77.6
10th	89.2	89.6	88.7	88.4	87.6	79.3	91.3	91.6	90.6	90.2	89.9	80.3
11th	90.1	90.4	89.6	89.6	88.3	80.7	92.4	92.4	91.5	91.4	90.3	81.7
Total	82.4	83.3	83.1	82.1	81.1	72.1	84.4	85.0	84.8	83.7	83.0	72.9

Note: Data points show the percentage of students who reported a "great" risk of harm.

Table 34: Perception of Risk

	TRY CRACK COCAINE ONCE OR TWICE						TRY CRACK COCAINE OCCASIONALLY					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	71.9	74.1	73.8	72.9	71.7	64.0	85.5	86.5	86.1	85.4	84.4	75.6
Male	69.9	71.6	71.0	70.4	69.2	60.5	80.5	81.5	81.4	80.3	79.6	69.5
Race/Ethnic group												
African American	67.1	69.3	68.6	68.1	67.1	57.5	74.8	76.4	75.7	74.7	73.7	62.8
White	74.7	76.9	76.6	75.8	74.5	67.8	90.9	91.9	92.0	91.5	90.9	83.1
Grade												
6th	60.2	62.6	62.0	60.7	59.5	50.6	72.9	74.0	73.8	71.5	70.5	59.8
7th	65.3	68.6	68.3	66.8	66.0	57.4	78.2	80.6	80.7	78.5	78.1	68.1
8th	70.9	72.4	73.0	71.4	70.7	62.0	84.4	85.2	85.7	84.6	83.7	73.8
9th	74.7	75.9	75.6	75.9	73.0	66.0	87.5	87.1	87.2	86.9	84.9	76.7
10th	79.2	80.5	79.0	78.8	77.6	69.4	89.9	90.4	89.5	89.4	88.9	79.6
11th	82.0	83.0	82.0	81.4	80.2	72.2	91.3	91.4	90.8	90.5	89.4	80.9
Total	70.9	72.9	72.4	71.6	70.4	62.2	83.1	84.1	83.9	82.9	82.0	72.6

Note: Data points show the percentage of students who reported a "great" risk of harm.

Table 35: Perception of Risk

	TRY CRACK COCAINE REGULARLY												
	2003	2004	2005	2006	2007	2008		2003	2004	2005	2006	2007	2008
Sex													
Female	87.2	87.8	87.6	86.7	86.0	75.8							
Male	81.9	82.6	82.5	81.4	80.9	69.4							
Race/Ethnic group													
African American	75.4	76.9	76.2	75.1	74.2	62.5							
White	93.1	94.0	94.0	93.4	93.1	83.5							
Grade													
6th	73.8	74.6	74.5	72.4	71.5	59.2							
7th	79.8	81.9	82.1	79.7	79.5	67.8							
8th	86.3	86.8	87.3	86.1	85.6	74.2							
9th	89.3	88.7	88.6	88.2	86.5	77.2							
10th	91.5	91.8	90.8	90.7	90.1	80.0							
11th	92.6	92.6	91.9	91.7	90.7	81.2							
Total	84.6	85.3	85.1	84.1	83.4	72.6							

Note: Data points show the percentage of students who reported a "great" risk of harm.

Table 36: Disapproval of Alcohol, Tobacco, and Other Drug Use

	ALCOHOL						CIGARETTES					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	48.6	50.7	51.8	49.8	50.4	51.9	52.7	55.0	56.2	55.9	57.4	58.3
Male	45.0	47.7	49.0	48.5	48.8	50.2	49.1	52.0	53.3	53.7	54.5	55.6
Race/Ethnic group												
African American	53.4	55.7	56.3	54.6	55.3	56.1	57.7	60.4	61.0	60.9	62.1	62.6
White	41.1	42.3	44.1	42.7	43.1	44.6	44.9	46.4	48.2	48.1	49.0	50.2
Grade												
6th	72.6	75.6	76.0	75.8	75.8	76.6	73.0	76.3	76.5	77.7	78.8	79.3
7th	58.4	60.2	61.1	60.0	61.5	62.6	60.5	62.4	63.9	64.4	66.7	67.6
8th	44.3	47.1	48.4	47.1	46.4	49.2	49.3	52.0	53.6	53.6	54.2	56.0
9th	35.4	38.2	39.3	38.2	40.1	40.1	41.9	45.0	45.4	45.9	47.5	48.2
10th	29.6	32.5	34.8	33.6	33.8	35.8	36.1	39.5	41.4	41.0	42.0	43.3
11th	27.7	30.3	31.1	29.7	32.0	34.5	33.2	35.9	37.0	36.8	38.6	40.1
Total	46.9	49.3	50.5	49.2	49.7	51.1	51.0	53.6	54.8	54.9	56.0	57.0

Note: Data points show the percentage of students who reported alcohol, tobacco, or other drug use as being "very wrong."

Table 37: Disapproval of Alcohol, Tobacco, and Other Drug Use

	MARIJUANA						OTHER ILLEGAL DRUGS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	73.1	73.6	74.1	73.4	74.2	74.8	88.6	88.2	88.1	87.6	88.1	88.1
Male	65.2	66.8	68.0	67.9	68.9	69.5	83.7	84.0	84.4	84.1	84.5	84.8
Race/Ethnic group												
African American	70.3	71.3	71.3	70.6	71.7	72.0	88.4	88.1	87.8	87.4	88.0	87.5
White	68.4	68.7	70.2	69.9	70.6	71.3	84.6	84.5	85.1	84.6	84.9	85.4
Grade												
6th	88.9	89.8	90.2	90.4	91.4	90.9	92.2	93.0	93.4	93.4	94.2	93.5
7th	79.9	80.5	81.3	80.8	82.9	83.7	88.7	88.9	89.1	88.9	90.3	90.4
8th	71.1	72.1	72.3	72.1	72.4	73.9	87.3	86.4	86.5	86.5	86.5	87.7
9th	60.6	62.1	62.6	62.0	64.0	63.9	83.7	83.4	82.7	82.4	82.6	83.0
10th	52.8	55.4	57.0	56.9	56.8	58.5	81.3	81.9	82.1	81.6	81.3	81.4
11th	50.0	51.3	52.4	52.1	53.6	54.7	80.5	80.4	80.6	79.3	80.1	79.8
Total	69.3	70.3	71.2	70.7	71.6	72.3	86.2	86.2	86.3	85.9	86.4	86.5

72.3

Note: Data points show the percentage of students who reported alcohol, tobacco, or other drug use as being "very wrong."

Table 38: Peer Alcohol, Tobacco, and Other Drug Use

	CLOSE FRIENDS USE ALCOHOL						NUMBER OF FRIENDS USING ALCOHOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	36.8	32.4	31.5	36.9	35.5	35.0	1.9	1.6	1.6	1.9	1.9	1.9
Male	36.9	32.8	31.2	35.6	34.7	33.5	2.0	1.7	1.6	1.9	1.9	1.9
Race/Ethnic group												
African American	30.4	25.9	25.4	29.9	28.6	28.6	1.6	1.3	1.3	1.6	1.6	1.6
White	42.5	39.8	37.7	43.5	42.6	41.3	2.2	2.0	1.9	2.2	2.2	1.9
Grade												
6th	12.3	9.7	9.8	11.7	11.2	10.7	0.6	0.6	0.6	0.6	0.6	0.6
7th	23.5	19.8	18.8	22.8	21.4	20.8	1.3	1.1	1.1	1.2	1.2	1.2
8th	36.3	31.9	30.2	35.0	34.4	33.5	1.9	1.7	1.6	1.8	1.8	1.9
9th	48.6	43.0	41.8	47.4	44.7	44.7	2.6	2.2	2.1	2.5	2.4	2.5
10th	56.3	49.8	48.1	54.4	52.8	50.9	2.9	2.4	2.3	2.8	2.8	2.7
11th	58.6	53.5	52.5	58.6	56.4	53.8	3.0	2.5	2.5	3.0	2.9	2.8
Total	36.8	32.6	31.4	36.3	35.1	34.2	1.9	1.7	1.6	1.9	1.9	2.2

Note: The first set of data points shows the percentage of students with close friends who "sometimes," "frequently," or "always" use alcohol, tobacco, or other drugs. The second set of data points shows the average number of friends who use alcohol, tobacco, or other drugs.

Table 39: Peer Alcohol, Tobacco, and Other Drug Use

	CLOSE FRIENDS USE TOBACCO						NUMBER OF FRIENDS USING TOBACCO					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	29.6	25.3	24.4	28.4	26.6	26.7	1.5	1.2	1.1	1.4	1.4	1.4
Male	35.5	31.8	30.4	34.1	33.2	32.9	1.9	1.5	1.4	1.8	1.7	1.8
Race/Ethnic group												
African American	21.6	18.2	17.4	20.1	18.6	18.5	1.2	0.9	0.8	1.1	1.1	1.1
White	41.8	38.5	37.0	42.1	41.1	41.4	2.1	1.8	1.7	2.0	2.0	1.6
Grade												
6th	12.3	9.8	9.5	11.2	10.2	10.1	0.7	0.5	0.5	0.6	0.6	0.6
7th	22.0	18.5	17.7	20.9	18.9	19.4	1.2	0.9	0.9	1.1	1.0	1.1
8th	32.3	28.6	26.7	31.2	29.7	29.7	1.7	1.4	1.3	1.6	1.6	1.7
9th	42.1	36.6	36.4	39.4	37.6	38.3	2.2	1.7	1.7	2.0	2.0	2.0
10th	47.7	41.4	39.9	45.3	43.8	42.5	2.4	1.9	1.8	2.3	2.2	2.2
11th	49.9	45.3	43.8	48.5	46.5	45.3	2.5	2.0	1.9	2.3	2.3	2.3
Total	32.4	28.4	27.3	31.2	29.7	29.6	1.7	1.3	1.3	1.6	1.6	2.1

Note: The first set of data points shows the percentage of students with close friends who "sometimes," "frequently," or "always" use alcohol, tobacco, or other drugs. The second set of data points shows the average number of friends who use alcohol, tobacco, or other drugs.

Table 40: Peer Alcohol, Tobacco, and Other Drug Use

	CLOSE FRIENDS USE ILLICIT DRUGS						NUMBER OF FRIENDS USING ILLICIT DRUGS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	19.4	16.8	16.3	18.8	17.3	16.7	1.1	0.9	0.8	1.0	1.0	1.0
Male	21.6	19.2	17.9	19.7	18.8	17.7	1.2	1.0	1.0	1.1	1.1	1.1
Race/Ethnic group												
African American	19.7	16.9	16.5	19.5	18.2	17.9	1.1	0.9	0.9	1.1	1.0	1.1
White	21.1	19.3	17.8	19.6	18.5	17.5	1.2	1.0	0.9	1.1	1.1	1.0
Grade												
6th	5.2	4.7	4.4	4.8	4.3	4.1	0.3	0.3	0.2	0.2	0.2	0.2
7th	11.9	10.6	9.4	11.2	9.2	9.0	0.7	0.6	0.5	0.6	0.5	0.6
8th	19.6	17.1	16.1	18.0	17.2	16.1	1.1	0.9	0.9	1.0	1.0	1.0
9th	27.9	24.5	24.1	25.9	23.7	23.8	1.6	1.3	1.3	1.4	1.4	1.4
10th	33.1	27.8	26.8	30.3	28.8	27.4	1.8	1.4	1.4	1.7	1.6	1.6
11th	34.5	29.8	28.9	32.9	31.0	28.7	1.8	1.5	1.4	1.7	1.7	1.7
Total	20.5	17.9	17.0	19.3	18.0	17.2	1.2	1.0	0.9	1.1	1.0	1.0

Note: The first set of data points shows the percentage of students with close friends who "sometimes," "frequently," or "always" use alcohol, tobacco, or other drugs. The second set of data points shows the average number of friends who use alcohol, tobacco, or other drugs.

Table 41: School Safety and Bullying

	PUSHED AROUND						IN A FIGHT					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	18.5	16.8	17.4	18.0	17.9	17.9	14.2	12.6	12.9	14.4	14.4	14.3
Male	21.6	20.6	20.0	20.4	20.5	20.1	22.4	20.2	20.0	22.4	22.1	21.3
Race/Ethnic group												
African American	15.7	14.1	13.8	14.2	14.0	13.7	22.3	19.2	19.5	22.0	22.6	22.0
White	23.0	21.8	21.8	22.4	22.5	22.5	14.3	12.9	12.8	14.2	13.5	13.3
Grade												
6th	28.7	26.7	26.1	26.7	26.4	26.3	25.9	23.0	23.4	24.6	23.8	23.6
7th	25.4	24.3	23.8	24.1	24.9	24.1	22.7	21.0	20.2	22.9	23.0	21.8
8th	20.2	19.1	19.1	19.7	19.8	20.3	18.6	16.9	17.2	19.6	20.0	19.4
9th	16.3	15.4	15.7	16.1	16.1	15.5	14.7	13.6	12.9	15.7	15.9	15.4
10th	13.0	12.1	12.4	12.8	12.9	13.2	12.4	10.6	11.0	11.9	12.0	12.3
11th	10.6	9.1	9.7	10.9	10.9	10.6	9.5	8.4	8.6	10.8	9.9	10.5
Total	20.0	18.6	18.7	19.1	19.2	18.9	18.1	16.3	16.3	18.3	18.1	17.7

Note: Data points show the percentage of students who said "yes."

Table 42: School Safety and Bullying

	THREATENED WITH A KNIFE OR GUN						CALLED NAMES OR PUT DOWN					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	3.6	3.3	3.5	4.1	3.8	3.9	37.1	34.1	34.7	35.7	34.9	34.2
Male	6.6	6.4	6.2	7.0	6.7	6.4	33.8	30.7	30.6	31.0	30.6	29.8
Race/Ethnic group												
African American	6.3	5.6	5.7	6.3	6.2	6.1	34.5	30.8	30.4	31.2	30.6	29.4
White	3.8	3.7	3.8	4.4	4.1	4.1	36.1	33.4	34.3	35.0	34.3	34.0
Grade												
6th	5.9	5.5	5.3	5.9	5.4	5.4	43.4	38.6	39.4	41.1	41.4	39.9
7th	6.0	5.5	5.4	6.0	5.7	5.6	39.4	35.8	37.4	37.8	38.8	37.5
8th	4.9	4.8	4.6	5.5	5.4	5.4	37.0	34.5	34.0	34.4	34.1	35.2
9th	4.8	4.8	5.0	5.7	5.3	5.2	33.2	31.0	30.4	30.3	29.3	28.7
10th	4.4	4.0	4.4	4.7	4.8	4.5	29.3	27.6	27.1	27.6	26.2	25.7
11th	3.7	3.5	3.6	4.6	4.5	4.2	25.2	22.8	23.1	25.3	22.6	20.8
Total	5.1	4.8	4.8	5.5	5.2	5.1	35.5	32.5	32.7	33.5	32.8	32.1

Note: Data points show the percentage of students who said "yes."

Table 43: School Safety and Bullying

	FELT REJECTED BY OTHER STUDENTS						KNOW STUDENTS WHO CAME TO SCHOOL HIGH					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	28.3	26.8	27.8	28.7	28.5	27.3	46.3	44.7	44.2	44.7	41.5	40.3
Male	22.7	21.6	22.1	22.5	22.6	22.5	40.3	37.4	37.1	36.9	34.3	33.0
Race/Ethnic group												
African American	22.1	20.2	20.5	21.1	21.1	20.1	43.3	41.0	40.8	41.3	38.4	37.4
White	28.2	27.3	28.4	29.1	28.9	28.7	43.9	42.5	42.3	42.1	39.0	37.9
Grade												
6th	29.7	27.2	28.9	30.1	30.3	29.8	22.2	20.9	21.3	21.9	20.7	19.4
7th	28.0	26.1	27.9	28.2	29.8	28.5	34.4	32.9	32.3	33.3	30.6	29.7
8th	26.8	25.2	25.8	26.4	26.6	27.7	45.2	41.9	42.1	42.5	39.8	39.0
9th	24.5	24.4	23.6	24.2	23.7	22.3	55.3	52.5	52.2	50.5	46.3	46.0
10th	21.9	21.7	21.8	22.0	21.7	21.0	57.7	54.9	54.0	53.3	48.6	46.6
11th	19.6	18.7	19.4	21.0	19.2	17.8	55.2	52.2	51.6	51.3	47.1	43.6
Total	25.6	24.3	25.0	25.7	25.7	25.0	43.4	41.2	40.8	41.0	38.0	36.8

Note: Data points show the percentage of students who said "yes."

Table 44: School Safety and Bullying

	HAD SOMETHING STOLEN						SAW STUDENT WITH A KNIFE					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	18.1	16.1	15.4	15.8	14.8	14.6	10.7	11.1	11.7	11.8	10.9	10.5
Male	21.3	18.8	17.7	18.4	18.1	17.5	17.3	17.4	17.7	17.9	16.5	15.6
Race/Ethnic group												
African American	22.5	19.1	18.3	18.6	17.8	17.3	13.3	12.5	13.0	13.4	12.7	12.3
White	16.9	15.3	14.3	15.1	14.4	14.4	14.3	15.6	16.0	15.9	14.4	13.7
Grade												
6th	23.6	21.0	20.1	20.4	20.1	19.6	10.5	10.4	10.7	11.1	10.9	10.8
7th	23.9	21.3	19.8	20.9	20.1	19.2	12.8	13.1	13.6	13.8	13.6	11.9
8th	21.0	18.3	17.6	17.7	16.9	17.2	14.0	14.1	14.6	14.9	13.6	13.7
9th	17.4	16.0	15.1	15.7	14.5	14.4	16.5	17.3	17.7	16.5	15.2	14.8
10th	15.1	13.7	12.4	12.9	12.8	12.4	16.0	16.1	17.0	16.9	15.1	13.9
11th	12.9	11.2	10.9	11.9	11.3	11.1	14.7	14.6	14.9	16.1	13.5	13.0
Total	19.6	17.4	16.5	17.1	16.4	16.0	13.9	14.1	14.6	14.7	13.6	13.0

Note: Data points show the percentage of students who said "yes."

Table 45: School Safety and Bullying

	SAW STUDENT WITH A GUN						SAW DRUGS USED ON CAMPUS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	3.4	3.6	3.8	4.4	4.5	4.7	23.9	24.0	24.4	24.9	21.8	22.4
Male	7.2	7.0	7.0	8.0	7.8	7.5	26.4	26.0	25.6	26.2	23.7	23.7
Race/Ethnic group												
African American	7.3	6.9	7.2	8.2	8.4	8.4	27.2	25.7	25.7	26.1	23.1	23.4
White	3.4	3.5	3.6	4.1	4.0	3.8	23.4	24.6	24.8	25.5	22.8	23.2
Grade												
6th	4.6	4.5	4.4	5.3	4.8	5.2	13.6	13.2	12.7	13.4	12.5	12.6
7th	5.9	5.3	5.4	6.2	6.4	5.7	21.7	21.9	21.4	22.6	19.3	19.3
8th	5.4	5.2	5.3	5.9	6.5	6.7	25.5	25.5	25.7	26.0	22.8	23.7
9th	5.3	6.1	6.1	6.6	6.8	6.6	33.4	32.4	33.5	32.2	28.6	30.0
10th	5.4	5.4	5.9	6.4	6.3	6.4	32.4	32.4	31.9	32.6	29.1	28.9
11th	4.7	5.2	5.3	6.3	5.9	5.6	28.1	28.0	29.0	29.6	26.5	25.6
Total	5.2	5.2	5.4	6.1	6.1	6.0	25.1	24.9	25.0	25.5	22.7	23.0

Note: Data points show the percentage of students who said "yes."

Table 46: School Safety and Bullying

	SAW STUDENTS STEAL						SAW STUDENTS VANDALIZE					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	30.3	29.6	29.3	28.6	28.7	28.5	41.1	39.1	39.2	39.4	37.5	36.4
Male	32.0	30.7	30.5	30.5	30.4	29.5	38.1	35.4	34.9	35.9	34.1	32.7
Race/Ethnic group												
African American	35.2	32.0	32.3	31.1	30.8	30.0	41.6	37.7	37.3	38.1	36.2	35.0
White	27.7	28.6	28.0	28.1	28.6	28.5	38.2	37.3	37.4	37.8	35.9	34.8
Grade												
6th	31.2	28.1	28.6	28.7	29.2	27.5	37.1	33.8	35.5	37.3	36.8	34.5
7th	31.7	31.4	30.4	31.1	30.9	30.6	41.1	39.1	38.5	40.6	39.2	37.9
8th	34.5	33.5	32.5	31.9	32.1	32.3	43.2	41.0	40.4	40.8	39.5	39.2
9th	30.6	30.5	30.4	28.5	29.2	29.2	41.3	38.9	38.2	37.6	34.8	34.6
10th	29.8	29.5	29.6	28.9	28.2	27.8	38.9	37.3	36.3	35.0	32.7	31.0
11th	27.6	26.6	26.7	27.0	25.7	25.1	34.9	32.4	32.1	32.6	28.9	27.5
Total	31.1	30.1	29.9	29.5	29.5	28.5	39.7	37.3	37.1	37.7	35.8	29.0

Note: Data points show the percentage of students who said "yes."

Table 47: School Safety and Bullying

	AFRAID OF BEING BEATEN UP						AFRAID OF GANG ACTIVITY					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	5.7	5.3	5.2	5.8	5.6	5.5	9.5	8.4	8.5	10.2	10.5	10.9
Male	7.1	7.0	6.6	7.0	7.2	6.9	10.4	9.5	9.3	10.5	10.8	10.8
Race/Ethnic group												
African American	7.0	6.4	6.1	6.6	6.6	6.2	12.1	10.8	10.6	11.9	11.8	11.9
White	5.6	5.3	5.3	5.7	5.7	5.7	7.7	6.8	6.8	8.3	8.9	9.3
Grade												
6th	9.3	8.6	8.2	9.1	9.0	8.5	15.7	14.2	14.3	16.8	16.7	16.7
7th	8.2	8.0	7.4	8.0	8.2	7.4	12.5	11.6	11.2	12.9	13.5	13.2
8th	5.9	5.7	5.4	6.1	5.9	6.3	9.5	8.2	7.9	9.4	9.8	10.5
9th	5.1	5.5	4.9	5.5	5.5	5.2	7.5	7.3	6.9	8.3	8.5	8.5
10th	4.4	4.1	4.4	4.7	4.7	4.7	6.1	5.3	5.6	6.7	7.0	7.7
11th	3.7	3.5	3.5	4.0	3.9	4.0	4.8	4.6	4.7	5.9	6.5	6.7
Total	6.4	6.1	5.9	6.4	6.4	6.2	9.9	8.9	8.9	10.4	10.7	10.8

Note: Data points show the percentage of students who said "yes."

Table 48: School Safety and Bullying

	SKIPPED BECAUSE FELT UNSAFE AT SCHOOL						THREATENED WITH A WEAPON AT SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	11.8	10.8	11.1	11.8	11.6	12.2	10.9	9.1	9.2	11.1	11.2	12.9
Male	12.5	11.2	11.0	12.2	12.0	12.0	15.5	12.6	12.4	14.2	15.4	18.1
Race/Ethnic group												
African American	15.0	13.3	13.7	14.3	13.8	14.2	14.5	12.0	11.8	13.3	14.1	16.6
White	9.2	8.0	7.9	9.1	9.3	9.5	11.5	9.2	9.3	11.4	11.9	14.0
Grade												
6th	14.8	14.0	13.3	14.2	13.6	13.6	15.0	12.0	11.5	14.2	13.6	15.2
7th	14.4	13.5	13.4	14.1	13.5	13.1	15.0	12.2	12.0	14.3	14.2	16.1
8th	11.4	10.5	10.5	11.4	11.2	12.2	13.1	11.0	10.8	12.7	13.6	16.5
9th	11.1	10.2	10.0	11.0	11.4	12.0	12.4	10.4	10.9	12.4	13.5	16.3
10th	10.1	8.5	9.3	10.4	10.5	10.6	11.5	9.9	9.7	10.7	12.5	14.2
11th	9.2	7.4	8.4	9.8	10.0	10.9	9.8	8.2	8.5	9.7	11.2	13.5
Total	12.1	11.0	11.1	12.0	11.8	12.2	13.1	10.8	10.7	12.6	13.2	15.4

Note: Data points show the percentage of students who reported one or more incidents.

Table 49: School Safety and Bullying

	PROPERTY STOLEN OR DAMAGED AT SCHOOL						IN A PHYSICAL FIGHT AT SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	33.5	27.9	26.7	35.2	32.5	34.6	26.9	21.4	21.9	32.7	31.4	29.9
Male	40.2	32.7	31.1	40.5	38.1	39.6	49.1	37.9	36.9	56.4	55.0	51.5
Race/Ethnic group												
African American	39.4	31.9	30.1	38.7	35.4	37.7	45.4	35.0	34.9	52.2	50.6	48.3
White	34.1	28.1	27.0	36.3	34.4	36.3	30.9	23.9	23.5	36.4	35.7	33.5
Grade												
6th	40.2	33.1	32.0	41.2	38.5	39.2	43.2	35.7	36.2	46.6	44.0	42.3
7th	41.0	34.2	32.4	42.6	40.0	40.9	41.7	34.2	33.3	48.6	46.9	43.8
8th	38.2	31.6	30.4	39.4	36.6	40.5	39.8	31.5	32.0	46.7	46.3	44.5
9th	34.2	29.0	26.8	35.8	33.6	36.1	35.7	27.1	25.4	43.9	43.2	41.1
10th	32.5	25.9	25.1	32.4	30.4	32.2	32.3	23.2	23.2	38.8	38.0	35.0
11th	30.7	24.5	22.8	31.4	29.0	29.8	28.0	19.4	18.7	35.3	33.7	31.2
Total	36.7	30.2	28.8	37.7	35.2	37.0	37.6	29.3	29.1	44.0	42.6	40.3

Note: Data points show the percentage of students who reported one or more incidents.

Table 50: School Safety and Bullying

	SUSPENDED DUE TO ALCOHOL-RELATED INCIDENT						OFFERED DRUGS AT SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	-	-	9.7	10.4	9.8	10.3	-	-	14.0	14.9	13.9	13.5
Male	-	-	13.5	14.8	13.7	12.9	-	-	20.6	22.2	21.0	19.6
Race/Ethnic group												
African American	-	-	16.8	18.4	17.0	16.9	-	-	15.7	17.1	16.1	14.9
White	-	-	6.7	7.1	6.8	6.8	-	-	18.6	19.7	18.6	18.2
Grade												
6th	-	-	11.5	12.6	10.9	10.7	-	-	7.7	8.5	8.0	7.3
7th	-	-	13.2	14.4	13.2	11.9	-	-	13.3	14.0	12.9	12.1
8th	-	-	12.3	12.9	12.3	11.9	-	-	17.4	19.3	18.0	17.3
9th	-	-	11.5	13.4	12.8	12.7	-	-	23.5	24.2	22.5	21.2
10th	-	-	10.4	10.9	10.3	11.3	-	-	23.6	24.9	23.1	22.4
11th	-	-	9.1	10.0	9.7	10.6	-	-	22.2	22.9	22.1	20.9
Total	-	-	11.5	12.6	11.7	11.6	-	-	17.2	18.4	17.3	16.5

Note: The first set of data points shows the percentage of students who said "yes." Second set of data points shows the percentage of students who reported one or more incidents.

Table 51: Perceptions of Use of Alcohol, Tobacco, and Other Drugs by Students

	BEER						WINE COOLERS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	49.2	57.1	57.0	47.8	45.4	44.2	51.2	55.8	54.3	45.8	42.2	40.5
Male	44.1	48.8	48.4	41.9	40.4	39.3	39.0	40.7	38.6	33.3	31.0	29.5
Race/Ethnic group												
African American	38.1	46.0	45.8	36.5	34.1	33.0	44.9	48.2	47.0	40.3	37.1	35.9
White	54.7	61.6	61.2	55.3	53.6	52.4	46.5	50.7	48.5	41.5	38.7	36.5
Grade												
6th	9.4	14.0	15.4	8.4	7.1	7.1	14.5	16.3	16.4	11.1	9.1	9.3
7th	28.3	35.8	36.0	26.9	22.8	22.5	31.8	35.3	33.5	26.4	22.1	22.0
8th	44.7	53.1	52.0	41.8	39.3	38.0	45.1	48.7	46.4	38.4	35.6	32.8
9th	65.5	72.0	72.1	61.6	59.7	57.9	59.7	63.7	62.0	53.0	49.1	47.2
10th	75.2	79.7	78.6	72.5	70.4	67.8	67.6	69.8	67.4	60.0	56.5	53.2
11th	79.1	82.2	82.6	77.0	74.2	71.4	69.9	71.8	70.3	63.0	59.1	55.9
Total	46.7	53.1	52.9	45.0	43.0	41.8	45.3	48.6	46.8	39.8	36.8	35.1

Note: Data points show the percentage of respondents who believe that either "many (10-19)" or "very many (20+)" students in their grade are using ATODs.

Table 52: Perceptions of Use of Alcohol, Tobacco, and Other Drugs by Students

	OTHER ALCOHOL						MARIJUANA					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	47.9	53.3	52.8	46.6	44.7	44.1	40.3	44.4	44.1	38.0	35.3	34.2
Male	41.0	43.5	42.8	39.0	37.8	37.1	38.5	39.5	38.5	34.3	32.4	31.4
Race/Ethnic group												
African American	38.4	43.6	43.5	38.5	36.6	36.7	39.5	43.0	43.0	38.5	36.0	35.3
White	50.3	55.1	54.2	49.6	48.1	47.1	39.9	42.8	41.8	36.3	33.9	32.6
Grade												
6th	9.7	12.8	13.4	9.3	8.2	8.1	7.3	8.9	9.1	6.0	5.1	5.1
7th	27.3	32.0	31.6	25.3	22.6	22.6	22.7	25.8	25.1	19.6	16.5	16.1
8th	42.6	48.2	47.1	40.6	38.5	37.9	37.1	39.6	38.4	32.3	29.7	28.4
9th	62.1	65.8	65.5	58.5	56.5	56.2	55.9	59.1	58.4	50.8	47.1	46.4
10th	71.4	73.5	72.3	68.3	66.5	67.8	65.0	66.5	66.3	60.3	56.8	53.7
11th	74.7	76.1	76.6	72.4	69.7	67.1	67.8	69.1	69.4	64.4	61.6	58.8
Total	44.6	48.6	48.0	43.0	41.3	40.7	39.4	42.1	41.4	36.3	33.9	32.8

Note: Data points show the percentage of respondents who believe that either "many (10-19)" or "very many (20+)" students in their grade are using ATODs.

Table 53: Perceptions of Use of Alcohol, Tobacco, and Other Drugs by Students

	CIGARETTES						SMOKELESS TOBACCO					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	50.5	56.0	55.9	47.2	43.5	42.3	27.3	32.8	35.2	29.6	28.7	29.2
Male	44.3	47.1	46.7	41.0	38.2	37.1	31.1	33.3	35.2	31.9	31.5	31.8
Race/Ethnic group												
African American	40.1	45.4	45.5	38.1	34.9	34.0	13.1	18.7	20.0	14.5	14.8	15.1
White	54.4	59.3	58.8	52.1	48.7	47.4	42.9	47.5	50.1	47.1	45.6	46.4
Grade												
6th	11.5	14.0	14.6	9.1	7.5	7.3	6.8	8.6	9.5	6.3	5.7	6.3
7th	32.5	37.0	36.1	28.7	23.2	22.6	16.9	20.3	22.6	18.3	15.3	16.9
8th	46.5	52.3	51.5	41.7	38.1	35.9	25.6	30.0	32.3	27.4	25.4	26.6
9th	65.2	69.0	69.9	59.8	55.5	54.9	41.2	45.2	49.0	41.1	42.1	41.6
10th	72.5	76.2	75.7	69.5	65.9	63.0	47.8	52.6	54.2	50.7	50.4	48.9
11th	76.6	78.9	79.6	73.1	69.4	67.5	50.6	54.9	58.0	53.4	52.7	51.8
Total	47.5	51.7	51.5	44.3	40.9	39.7	29.1	33.0	35.2	30.7	30.0	30.4

Note: Data points show the percentage of respondents who believe that either "many (10-19)" or "very many (20+)" students in their grade are using ATODs.

Table 54: Perceptions of Use of Alcohol, Tobacco, and Other Drugs by Students

	INHALANTS						STEROIDS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	11.2	19.1	19.9	12.7	12.1	11.4	12.0	18.0	18.0	11.5	11.7	11.0
Male	9.9	14.7	15.2	10.5	10.1	9.3	9.1	12.7	12.4	8.6	8.8	7.9
Race/Ethnic group												
African American	6.2	13.3	13.9	8.0	7.9	7.5	7.3	12.8	13.4	8.3	8.0	8.0
White	14.0	20.4	21.0	15.1	14.1	13.1	13.2	17.8	17.1	11.9	12.5	10.9
Grade												
6th	5.8	8.4	8.8	5.4	4.8	4.6	4.7	6.3	6.3	3.9	3.8	3.7
7th	10.4	15.7	15.8	10.4	9.0	8.8	7.0	11.4	11.5	6.3	5.9	6.1
8th	11.3	16.9	17.8	11.7	10.7	9.9	8.1	12.9	12.3	7.5	7.3	6.8
9th	12.8	21.8	22.8	14.4	14.3	13.1	14.0	20.5	20.9	13.3	13.8	12.2
10th	12.6	21.5	22.1	14.8	15.0	13.7	16.7	22.8	22.5	16.4	16.5	15.0
11th	12.0	20.6	21.5	15.0	15.0	13.8	17.3	23.8	23.8	17.4	18.6	16.1
Total	10.6	17.0	17.6	11.6	11.1	10.4	10.6	15.4	15.3	10.2	10.3	9.5

Note: Data points show the percentage of respondents who believe that either "many (10-19)" or "very many (20+)" students in their grade are using ATODs.

Table 55: Perceptions of Use of Alcohol, Tobacco, and Other Drugs by Students

	DESIGNER DRUGS						HALLUCINOGENS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	12.6	16.6	16.6	12.5	12.2	11.6	8.8	17.2	17.5	10.5	10.0	9.4
Male	10.0	12.7	12.5	9.8	10.1	9.2	7.4	12.9	12.6	8.0	8.0	7.5
Race/Ethnic group												
African American	7.8	12.6	13.1	9.1	9.6	9.6	5.5	13.1	13.5	7.4	7.7	7.4
White	14.0	16.6	16.0	13.2	12.7	11.4	10.1	17.1	16.8	11.1	10.4	9.6
Grade												
6th	3.4	5.3	5.3	3.0	2.9	3.0	1.8	4.8	5.1	2.0	1.7	1.7
7th	6.7	10.4	10.3	6.6	5.8	6.0	4.4	10.9	10.9	5.2	4.6	4.5
8th	9.1	12.1	12.2	8.9	8.2	8.0	6.3	13.3	13.2	7.3	7.0	6.1
9th	14.8	19.8	20.2	14.8	15.7	14.3	10.9	21.0	21.1	13.2	12.8	11.9
10th	19.5	21.9	22.0	18.5	18.6	16.8	14.2	22.9	22.7	15.4	15.6	14.2
11th	20.5	23.9	23.6	20.4	21.0	17.8	15.7	23.2	23.6	17.0	16.3	15.7
Total	11.4	14.7	14.7	11.2	11.2	10.4	8.1	15.1	15.2	9.3	9.1	8.4

Note: Data points show the percentage of respondents who believe that either "many (10-19)" or "very many (20+)" students in their grade are using ATODs.

Table 56: Perceptions of Use of Alcohol, Tobacco, and Other Drugs by Students

	UPPERS						DOWNERS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	16.9	20.1	19.8	15.3	14.6	14.0	8.8	15.7	16.0	9.0	8.5	7.8
Male	11.7	13.7	13.1	10.8	10.7	10.1	7.3	12.2	11.9	7.5	7.2	6.7
Race/Ethnic group												
African American	7.5	12.3	13.0	9.0	9.6	9.8	4.5	10.7	11.1	5.7	5.7	5.7
White	19.9	21.4	19.9	17.1	15.9	14.5	11.0	17.1	16.7	10.7	9.9	8.8
Grade												
6th	4.5	5.8	5.7	4.1	3.7	3.7	1.6	4.3	4.5	1.8	1.4	1.5
7th	8.5	11.6	11.7	8.3	7.6	7.7	4.2	9.4	9.5	4.4	3.5	3.5
8th	11.8	14.3	14.1	11.0	10.5	10.0	5.9	11.7	11.7	6.2	5.6	5.0
9th	19.7	23.0	22.6	16.9	17.4	16.4	10.9	19.1	19.5	11.1	11.0	10.4
10th	23.1	26.0	25.1	21.0	19.9	19.0	14.5	22.1	21.4	14.3	13.8	12.2
11th	25.8	27.6	26.5	23.2	21.7	19.6	16.3	23.0	23.3	16.1	15.7	13.7
Total	14.4	17.0	16.6	13.2	12.7	12.2	8.1	14.0	14.0	8.3	7.9	7.2

Note: Data points show the percentage of respondents who believe that either "many (10-19)" or "very many (20+)" students in their grade are using ATODs.

Table 57: Perceptions of Use of Alcohol, Tobacco, and Other Drugs by Students

	COCAINE						HEROIN					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	13.0	20.0	20.5	12.6	11.3	10.5	7.4	13.5	14.0	7.8	7.3	6.9
Male	8.5	13.5	13.5	8.5	8.1	7.4	5.8	10.4	10.3	6.1	6.1	5.7
Race/Ethnic group												
African American	7.2	13.5	13.9	7.9	7.3	7.1	4.8	10.5	10.9	5.5	5.4	5.3
White	13.7	20.0	20.2	13.2	12.1	10.8	7.9	13.3	13.3	8.2	7.8	7.2
Grade												
6th	2.9	5.2	5.7	2.4	2.1	2.2	2.1	4.6	4.7	2.1	1.8	1.8
7th	7.6	12.5	12.5	6.7	5.4	5.4	5.0	9.7	9.9	4.9	4.0	4.1
8th	9.9	15.4	15.5	9.4	8.0	7.4	6.2	11.1	11.3	6.0	5.4	5.1
9th	15.2	23.2	24.4	14.8	13.7	12.7	9.2	16.6	17.2	9.9	10.0	9.4
10th	16.6	25.1	25.0	16.8	15.9	14.1	9.9	17.1	17.1	10.6	10.5	9.5
11th	17.1	25.5	25.5	17.7	17.4	14.9	9.7	16.4	16.6	10.7	10.8	10.0
Total	10.8	16.9	17.1	10.7	9.8	9.0	6.6	12.0	12.2	7.0	6.7	6.3

Note: Data points show the percentage of respondents who believe that either "many (10-19)" or "very many (20+)" students in their grade are using ATODs.

Table 58: School Activities

	SPORTS PARTICIPATION RATE						NUMBER OF SPORTS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	49.5	48.3	48.6	48.2	49.5	53.5	0.8	0.8	0.8	0.8	0.8	
Male	63.3	61.6	61.7	61.7	62.7	64.3	1.2	1.1	1.1	1.1	1.2	
Race/Ethnic group												
African American	60.0	57.7	58.4	57.9	59.3	60.6	1.1	1.1	1.1	1.1	1.1	
White	53.4	52.6	52.6	52.4	53.6	58.2	0.9	0.9	0.9	0.9	0.9	
Grade												
6th	59.0	57.3	57.3	54.1	54.7	58.9	1.1	1.1	1.1	1.0	1.0	
7th	62.7	61.5	61.5	61.1	62.4	64.4	1.1	1.1	1.1	1.1	1.1	
8th	59.3	58.4	58.0	58.2	59.6	62.4	1.1	1.0	1.0	1.1	1.1	
9th	54.3	52.1	52.1	53.2	54.5	56.9	0.9	0.9	0.9	0.9	0.9	
10th	49.6	48.9	48.6	49.5	51.4	54.3	0.8	0.8	0.8	0.9	0.9	
11th	46.9	45.6	47.2	48.3	49.2	52.2	0.8	0.8	0.8	0.8	0.8	
Total	56.1	54.7	54.9	54.7	55.8	58.6	1.0	1.0	1.0	1.0	1.0	

Note: The first set of data points shows the percentage of students who said that they "sometimes," "frequently," or "always" participate in school sports. The second set of data points shows the average number of school sports students are involved in.

Table 59: School Activities

	OTHER ACTIVITIES PARTICIPATION RATE						NUMBER OF ACTIVITIES					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	63.4	61.5	61.8	60.8	60.9	59.2	1.2	1.2	1.2	1.2	1.2	
Male	58.0	54.8	54.3	54.2	54.9	42.1	1.1	1.0	1.0	1.0	1.0	
Race/Ethnic group												
African American	59.6	56.1	57.0	56.1	56.7	52.1	1.1	1.0	1.1	1.1	1.1	
White	62.5	61.6	61.0	60.6	60.6	50.9	1.2	1.2	1.2	1.2	1.2	
Grade												
6th	57.5	54.7	53.6	51.2	52.1	52.5	1.0	1.0	1.0	0.9	0.9	
7th	61.8	58.5	57.7	56.8	58.2	51.4	1.1	1.1	1.0	1.1	1.1	
8th	61.4	59.2	59.7	58.7	59.1	50.7	1.1	1.1	1.1	1.1	1.1	
9th	58.9	56.7	57.1	57.3	56.7	48.2	1.1	1.0	1.0	1.0	1.0	
10th	61.7	60.0	60.3	61.0	60.4	49.8	1.2	1.2	1.2	1.2	1.2	
11th	64.9	62.2	63.1	63.6	63.4	53.5	1.4	1.3	1.3	1.3	1.3	
Total	60.8	58.3	58.2	57.6	58.0	51.0	1.1	1.1	1.1	1.1	1.1	

Note: The first set of data points shows the percentage of students who said that they "sometimes," "frequently," or "always" participate in school activities. The second set of data points shows the average number of school activities students are involved in.

Table 60: Learning Environment

	I BELONG AT THIS SCHOOL						I WORK HARD IN ALL MY CLASSES					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	63.8	63.6	64.4	63.0	63.4	63.6	74.5	76.2	77.5	76.7	76.7	77.3
Male	65.6	66.4	67.7	67.1	67.5	68.0	63.6	66.0	67.8	68.2	68.8	70.0
Race/Ethnic group												
African American	62.8	62.6	63.4	62.8	63.1	63.8	73.5	74.9	75.8	76.1	75.9	77.0
White	66.8	67.8	68.9	67.4	67.8	67.7	65.9	68.1	70.4	69.6	70.2	70.7
Grade												
6th	73.6	74.3	75.6	75.0	73.7	75.7	81.1	82.3	83.0	83.5	83.5	83.8
7th	66.9	67.6	68.0	67.6	69.1	69.2	73.7	75.6	76.4	76.4	76.4	77.2
8th	61.9	61.7	63.0	62.4	62.7	63.3	68.0	70.6	73.0	71.9	71.4	71.8
9th	61.2	61.3	62.9	61.8	62.8	61.6	64.1	66.3	68.5	68.5	68.9	70.2
10th	59.8	59.9	61.1	60.6	59.7	60.3	62.2	64.4	66.2	66.7	67.8	68.5
11th	61.8	62.3	61.9	59.5	62.2	62.1	60.8	64.0	65.1	64.5	66.7	68.8
Total	64.7	65.0	65.9	65.0	65.4	65.7	69.3	71.3	72.9	72.7	72.9	73.8

Note: Data points show the percentage of respondents who "strongly agree" or "agree."

Table 61: Learning Environment

	I FEEL SAFE AT THIS SCHOOL						I TRUST PEOPLE AT THIS SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	57.5	58.9	59.8	58.2	59.7	57.3	27.0	29.4	30.3	34.6	37.4	37.0
Male	60.5	61.6	62.8	61.8	63.1	62.1	36.5	39.8	40.9	46.3	48.1	48.3
Race/Ethnic group												
African American	53.7	54.9	56.0	55.7	58.0	56.0	25.1	27.7	28.6	32.3	34.7	34.4
White	63.7	65.7	66.5	64.0	64.8	63.1	36.7	40.2	40.7	46.8	48.9	48.9
Grade												
6th	66.8	68.8	70.3	68.9	69.0	68.5	43.1	46.9	47.7	52.4	53.6	54.4
7th	58.1	59.6	61.1	59.7	62.6	61.1	34.6	37.5	38.7	43.4	46.3	46.3
8th	55.5	57.1	57.4	57.0	58.2	56.8	30.1	32.9	32.9	38.3	40.8	40.4
9th	55.1	56.4	57.1	55.8	58.3	55.1	26.5	29.9	30.9	35.7	39.0	38.1
10th	56.0	57.8	58.4	57.6	57.9	56.6	24.4	27.7	28.6	34.3	36.1	36.4
11th	61.3	60.6	62.4	59.6	61.6	59.3	25.7	27.0	28.4	33.1	36.3	36.2
Total	58.9	60.2	61.3	59.9	61.3	59.7	31.5	34.4	35.3	40.2	42.5	42.5

Note: Data points show the percentage of respondents who "strongly agree" or "agree."

Table 62: Learning Environment

	EVERYONE EXPECTED TO DO HIS/HER BEST						STUDENTS REALLY WANT TO LEARN					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	72.9	70.0	71.0	72.1	73.0	72.7	21.7	23.2	24.3	24.0	25.1	25.0
Male	68.6	67.1	67.9	69.9	70.7	70.4	28.7	31.6	31.8	31.9	32.3	32.7
Race/Ethnic group												
African American	73.4	71.0	70.4	72.8	73.1	73.0	30.0	32.0	32.1	32.3	33.3	33.4
White	69.0	66.5	68.8	69.5	70.7	70.3	20.7	22.2	23.3	23.0	23.7	23.5
Grade												
6th	79.6	77.1	78.0	80.5	80.9	80.3	37.7	40.4	40.0	40.5	40.6	40.0
7th	74.3	71.4	73.2	74.6	76.4	75.6	28.1	29.5	29.8	29.0	30.6	30.7
8th	70.6	69.0	69.5	71.1	72.1	72.0	21.8	23.7	24.4	24.5	24.7	24.8
9th	67.2	64.8	65.4	68.0	67.6	67.4	20.0	21.9	23.0	24.1	25.1	24.8
10th	65.0	63.5	63.7	65.1	66.0	65.6	18.8	21.8	22.9	22.7	23.9	24.4
11th	63.8	62.0	62.9	62.4	64.9	65.5	19.6	22.5	23.6	23.5	25.3	26.4
Total	70.9	68.6	69.5	71.0	71.9	71.5	25.1	27.3	27.9	27.8	28.6	28.7

Note: Data points show the percentage of respondents who "strongly agree" or "agree."

Table 63: Learning Environment

	TEACHERS LET ME KNOW WHEN I DO A GOOD JOB						ONLY A FEW STUDENTS GET HURT IN ACCIDENTS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	40.7	41.8	43.6	43.2	43.3	42.7	50.3	50.4	50.7	48.8	49.7	49.4
Male	45.9	47.8	49.3	49.2	49.0	50.0	54.6	54.6	55.0	53.7	54.3	54.5
Race/Ethnic group												
African American	49.1	50.0	50.9	50.9	51.0	50.7	51.4	51.9	51.9	50.7	51.1	51.0
White	37.8	38.7	41.1	40.4	40.2	40.6	53.6	53.2	53.8	51.9	53.0	52.7
Grade												
6th	62.7	65.9	66.8	66.3	65.2	65.4	58.2	59.3	59.2	58.1	58.1	58.3
7th	50.5	51.7	52.9	52.8	53.2	53.0	53.7	53.7	54.9	51.7	53.3	53.2
8th	40.9	42.2	44.3	43.4	43.3	43.4	50.4	51.5	51.1	49.5	50.5	50.4
9th	34.1	35.1	37.0	37.9	38.5	38.1	49.8	48.6	49.3	48.1	49.1	48.2
10th	31.2	32.9	35.1	35.8	35.6	36.7	49.0	49.0	49.2	48.5	48.7	49.3
11th	30.3	32.1	33.2	33.4	35.6	36.1	51.6	50.2	50.7	50.0	51.0	51.5
Total	43.2	44.7	46.3	46.1	46.1	46.2	52.4	52.4	52.7	51.2	51.9	51.9

Note: Data points show the percentage of respondents who "strongly agree" or "agree."

Table 64: Learning Environment

	STUDENTS ARE GIVEN MANY CHOICES						I CAN BE A SUCCESS IN SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	53.8	56.2	57.2	55.0	56.0	56.0	83.2	82.4	83.0	82.9	83.3	83.6
Male	58.1	60.5	61.3	59.8	60.7	61.0	81.1	81.1	82.0	82.0	82.3	83.0
Race/Ethnic group												
African American	54.3	56.3	57.2	55.3	56.4	56.8	84.2	83.7	84.0	83.8	84.3	85.1
White	57.3	60.0	60.8	58.7	59.5	59.2	81.1	80.6	81.9	81.8	82.0	82.3
Grade												
6th	66.9	70.1	69.9	68.7	68.8	69.6	86.3	87.0	88.1	88.6	88.6	88.9
7th	60.3	61.4	62.5	60.7	61.8	62.3	82.8	82.4	83.1	83.9	84.6	85.8
8th	52.4	55.2	55.5	54.0	54.1	54.1	81.4	80.5	80.9	81.2	82.0	82.5
9th	53.1	55.4	57.0	55.3	56.2	55.6	80.7	79.9	80.9	80.6	80.6	81.4
10th	49.7	52.6	54.2	52.5	53.4	53.3	80.3	79.6	80.4	80.0	79.6	80.1
11th	47.8	50.4	51.5	48.8	53.0	53.4	80.3	79.5	80.1	78.5	80.2	79.6
Total	55.9	58.3	59.2	57.3	58.3	58.4	82.2	81.7	82.5	82.5	82.8	83.3

Note: Data points show the percentage of respondents who "strongly agree" or "agree."

Table 65: Learning Environment

	ALL STUDENTS ARE RESPECTED						IT PAYS TO FOLLOW RULES AND DO WELL IN SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	33.7	34.8	36.0	34.9	36.1	35.7	68.4	66.3	67.4	65.8	66.5	65.7
Male	39.5	41.6	42.3	41.7	42.5	42.7	68.1	67.2	67.9	67.2	67.4	67.5
Race/Ethnic group												
African American	34.6	36.5	36.9	35.7	36.9	37.0	69.2	67.7	67.8	66.6	67.2	66.6
White	37.8	39.1	40.3	39.6	40.5	39.9	67.9	65.9	67.6	66.2	66.4	66.0
Grade												
6th	52.6	54.3	53.9	52.8	53.1	53.3	80.0	80.1	80.6	80.5	80.4	79.8
7th	43.0	42.9	44.3	42.2	44.0	44.0	71.6	70.2	71.5	71.0	72.0	71.6
8th	33.7	35.9	36.2	35.9	35.2	35.4	66.3	64.5	65.8	64.8	64.8	64.6
9th	29.8	31.9	33.9	33.5	35.0	33.5	64.0	62.7	63.0	62.0	62.3	61.9
10th	26.5	29.1	30.5	31.0	32.1	32.4	61.5	59.3	60.3	58.8	59.1	58.8
11th	25.8	28.2	28.8	28.7	33.0	33.1	61.0	58.7	59.2	56.3	58.9	59.2
Total	36.5	38.1	39.0	38.2	39.2	39.1	68.3	66.7	67.6	66.4	66.9	66.6

Note: Data points show the percentage of respondents who "strongly agree" or "agree."

Table 66: Learning Environment

	MOST STUDENTS GET INVOLVED IN STUDENT ACTIVITIES						PEOPLE CARE FOR EACH OTHER AT THIS SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	58.9	59.7	60.6	59.1	60.1	58.4	28.8	30.1	31.2	30.9	32.4	32.7
Male	57.6	59.5	60.2	59.3	59.8	60.1	34.5	37.2	38.1	37.6	38.3	39.6
Race/Ethnic group												
African American	65.8	65.6	66.2	64.9	65.8	64.7	30.5	32.1	33.2	32.5	33.9	34.8
White	52.2	53.8	55.0	53.7	54.2	53.6	32.2	34.4	35.1	34.9	35.9	36.4
Grade												
6th	69.5	71.0	71.0	70.4	70.8	68.5	42.2	45.2	45.4	44.9	44.5	46.6
7th	62.6	63.5	63.7	63.0	63.9	63.7	34.9	36.4	37.3	36.6	38.2	38.5
8th	56.7	57.8	59.2	57.4	58.2	56.9	29.1	30.4	31.4	31.0	31.8	32.8
9th	53.6	55.3	56.3	56.3	55.5	55.9	27.4	29.3	30.5	30.7	32.3	32.2
10th	51.3	53.0	54.0	52.5	54.4	53.8	25.0	28.2	29.2	29.4	30.9	31.4
11th	50.7	52.6	53.5	51.2	54.0	54.0	26.4	27.9	29.5	29.1	32.3	33.3
Total	58.3	59.6	60.4	59.2	60.0	59.2	31.5	33.5	34.5	34.1	35.3	36.0

Note: Data points show the percentage of respondents who "strongly agree" or "agree."

Table 67: Learning Environment

	THE RULES AT THIS SCHOOL ARE FAIR						SCHOOL WORK MEANINGFUL AND IMPORTANT					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	39.5	39.4	40.0	38.7	38.7	38.5	51.0	53.8	54.7	55.2	54.5	53.8
Male	43.7	43.4	44.5	43.1	42.9	43.5	45.6	50.0	50.9	51.8	50.8	50.7
Race/Ethnic group												
African American	39.1	39.3	39.6	38.3	38.6	39.2	53.9	60.8	61.6	59.2	58.1	57.6
White	43.4	42.5	43.6	42.0	41.5	41.3	43.9	43.2	44.7	47.9	47.2	47.0
Grade												
6th	59.1	60.1	59.6	59.2	58.5	57.6	61.6	65.7	64.9	65.4	64.0	63.5
7th	47.4	46.0	47.2	45.3	44.4	45.8	54.1	57.5	58.1	56.9	57.1	56.5
8th	38.4	37.4	38.2	37.0	36.0	35.6	46.7	50.1	52.2	52.9	50.8	50.5
9th	35.5	35.7	37.3	35.6	36.1	36.6	43.5	46.9	48.5	50.3	49.7	49.3
10th	30.5	31.7	32.2	31.8	32.6	33.1	39.8	43.5	45.0	47.5	46.6	46.0
11th	30.3	30.5	31.3	30.7	33.2	34.1	37.8	41.6	42.3	43.6	44.6	45.2
Total	41.5	41.3	42.1	40.8	40.7	41.0	48.4	52.0	52.9	53.6	52.7	52.4

Note: The first set of data points shows the percentage of respondents who "strongly agree" or "agree." The second set of data points shows the percentage of students who said "almost always" or "often."

Table 68: Learning Environment

	COURSES ARE INTERESTING						SCHOOL LEARNING IMPORTANT LATER IN LIFE					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	49.9	45.2	45.5	46.1	45.4	45.7	70.8	70.3	70.6	70.4	69.5	68.6
Male	45.1	42.3	43.1	43.2	42.1	43.3	63.4	64.4	65.0	64.0	62.9	62.8
Race/Ethnic group												
African American	55.9	55.0	55.5	54.1	53.1	53.8	74.4	77.6	78.0	75.4	74.5	74.0
White	39.8	32.8	33.9	35.6	34.7	35.0	61.4	57.9	58.6	59.6	58.4	57.7
Grade												
6th	59.9	58.6	58.4	57.1	55.7	56.4	79.5	81.7	81.4	81.2	79.9	79.2
7th	52.8	49.3	49.3	48.2	47.6	48.6	72.8	73.9	74.2	72.3	72.0	71.6
8th	44.4	40.2	41.5	42.2	40.3	40.8	68.3	67.3	68.8	68.0	66.7	65.9
9th	41.9	37.9	39.0	40.9	40.3	40.6	62.7	62.4	62.6	62.7	61.7	61.2
10th	40.4	35.6	36.9	38.7	38.3	39.3	58.2	57.5	58.8	58.7	57.4	57.9
11th	39.2	35.1	35.4	37.6	38.6	39.6	54.7	54.2	54.1	54.8	54.8	54.3
Total	47.6	43.8	44.4	44.8	43.9	44.6	67.3	67.5	67.9	67.3	66.3	65.8

Note: The first set of data points shows the percentage of students who said "very interesting" or "quite interesting." The second set of data points shows the percentage of students who said "very important" or "quite important."

Table 69: Learning Environment

	ENJOY BEING IN SCHOOL						HATE BEING IN SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	55.5	54.0	55.0	56.9	57.1	57.0	41.7	42.4	42.3	42.3	43.3	44.0
Male	50.6	50.7	51.7	53.2	52.8	53.4	46.9	47.8	46.6	47.2	47.6	48.2
Race/Ethnic group												
African American	58.1	56.6	56.9	59.3	59.2	59.7	46.6	48.2	47.6	48.1	48.8	49.4
White	49.0	48.2	50.1	51.1	50.9	50.8	42.0	42.0	41.1	41.4	42.3	43.2
Grade												
6th	64.0	63.9	64.4	65.1	64.4	63.7	40.0	41.3	41.0	40.0	40.5	41.0
7th	58.3	57.9	57.4	58.8	59.7	60.0	43.8	45.3	45.3	45.9	45.0	45.2
8th	53.4	51.9	53.2	55.0	54.3	54.4	44.1	45.4	45.0	45.5	47.0	46.9
9th	49.9	49.3	51.1	53.9	53.4	53.9	45.3	45.8	44.6	45.1	46.4	47.8
10th	44.9	43.6	45.6	48.2	48.0	49.0	46.8	46.4	44.9	45.6	47.1	48.5
11th	41.9	41.9	42.7	44.9	46.8	47.6	47.2	47.2	46.3	46.9	47.1	48.0
Total	53.2	52.4	53.4	55.2	55.1	55.3	44.2	45.0	44.3	44.7	45.4	46.1

Note: Data points show the percentage of students who said "almost always" or "often."

Table 70: Learning Environment

	HOMEWORK HOURS PER WEEK						SCHOOL DAYS SKIPPED IN PAST MONTH					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	2.4	2.3	2.2	2.2	2.2		0.3	0.3	0.4	0.4	0.4	
Male	2.1	2.0	2.0	2.0	2.0		0.4	0.4	0.4	0.4	0.4	
Race/Ethnic group												
African American	2.1	2.0	1.9	1.9	1.9		0.3	0.3	0.3	0.3	0.3	
White	2.4	2.3	2.3	2.3	2.3		0.4	0.4	0.4	0.5	0.5	
Grade												
6th	2.1	2.1	2.1	2.2	2.1		0.3	0.3	0.4	0.4	0.4	
7th	2.2	2.1	2.1	2.2	2.1		0.3	0.3	0.4	0.4	0.4	
8th	2.3	2.2	2.1	2.1	2.0		0.3	0.3	0.3	0.3	0.4	
9th	2.2	2.1	2.0	2.0	1.9		0.4	0.4	0.4	0.4	0.4	
10th	2.3	2.3	2.1	2.2	2.1		0.4	0.4	0.4	0.4	0.4	
11th	2.5	2.3	2.2	2.3	2.2		0.5	0.5	0.5	0.5	0.5	
Total	2.2	2.2	2.1	2.1	2.1		0.4	0.4	0.4	0.4	0.4	

Note: Data points show the average number of homework hours per week and the average number of school days skipped in the past month.

Table 71: Learning Environment

	TRY TO DO MY BEST IN SCHOOL												
	2003	2004	2005	2006	2007	2008		2003	2004	2005	2006	2007	2008
Sex													
Female	56.1	56.8	57.5	57.1	57.5	56.8							
Male	41.1	42.7	43.8	44.5	44.7	46.0							
Race/Ethnic group													
African American	58.5	58.8	58.7	59.4	59.5	59.0							
White	41.0	42.0	44.0	43.4	43.6	44.4							
Grade													
6th	66.5	67.8	68.0	68.8	68.5	67.6							
7th	55.8	57.4	57.6	57.5	57.8	57.6							
8th	46.7	48.2	50.7	49.7	49.9	49.9							
9th	41.7	43.0	43.8	45.2	45.3	46.3							
10th	38.4	38.6	40.0	40.8	41.3	43.0							
11th	35.9	37.7	37.2	37.8	39.8	40.8							
Total	48.9	50.0	51.0	51.1	51.4	51.6							

Note: Data points show the percentage of students who said "almost always."

Table 72: Family Support

	PARENTS GIVE ME CHANCES TO DO FUN THINGS						PARENTS ASK FOR MY OPINION					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	76.9	78.5	78.5	74.0	74.9	75.3	62.6	63.1	62.5	60.0	60.6	61.9
Male	75.5	77.8	78.3	72.9	73.4	74.6	61.2	62.4	62.5	59.1	59.6	61.1
Race/Ethnic group												
African American	75.9	78.1	78.2	72.6	73.7	74.0	60.3	60.7	60.3	57.6	58.4	59.8
White	76.9	78.4	79.0	74.6	75.1	76.2	63.8	65.0	65.0	61.8	62.1	63.6
Grade												
6th	83.5	85.7	86.1	82.2	83.2	83.4	65.9	67.4	66.7	65.6	66.0	67.6
7th	79.8	81.7	82.2	76.8	78.4	78.9	63.9	64.2	64.5	61.7	62.1	63.6
8th	76.8	78.9	78.7	73.9	74.4	75.5	60.9	61.7	60.8	58.3	59.0	60.1
9th	73.0	74.5	74.8	69.7	69.7	71.1	59.3	59.9	60.0	56.5	56.6	58.8
10th	70.9	72.2	72.8	68.4	68.6	69.4	59.5	60.0	60.3	57.0	57.2	58.3
11th	68.9	72.3	71.1	66.0	67.6	68.4	60.3	62.0	61.1	56.5	58.6	59.3
Total	76.2	78.2	78.4	73.4	74.2	75.0	61.9	62.7	62.5	59.6	60.1	61.5

Note: Data points show the percentage of students who said "yes" or "YES!"

Table 73: Family Support

	I CAN ASK MOM OR DAD FOR HELP						ENJOY SPENDING TIME WITH MOTHER					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	74.5	73.8	73.3	71.4	72.0	72.2	88.9	88.7	88.5	86.8	86.9	86.3
Male	73.9	73.3	73.9	70.6	71.6	72.3	84.2	85.0	84.9	81.7	81.9	82.3
Race/Ethnic group												
African American	73.1	72.6	72.6	69.4	70.6	70.4	85.6	86.1	85.8	82.6	82.9	82.7
White	75.6	74.8	74.9	72.8	73.4	74.4	87.9	88.0	88.1	86.3	86.3	86.5
Grade												
6th	82.1	83.1	83.2	81.5	82.0	81.5	90.3	91.5	91.1	89.2	89.8	89.3
7th	75.7	75.1	75.4	74.2	74.6	74.8	87.3	88.0	88.3	85.5	86.6	86.2
8th	72.8	71.5	71.3	69.0	70.4	70.5	86.6	87.0	86.9	84.6	84.6	84.4
9th	70.6	68.9	69.3	65.6	66.6	68.0	84.9	84.4	84.6	82.2	80.8	82.2
10th	70.5	69.1	68.7	66.2	66.8	68.1	84.6	84.2	83.7	81.7	81.6	81.4
11th	70.6	71.3	70.5	66.7	68.1	68.8	84.7	84.7	84.0	80.9	81.7	81.2
Total	74.2	73.6	73.5	71.0	71.8	72.2	86.6	86.9	86.8	84.3	84.4	84.3

Note: Data points show the percentage of students who said "yes" or "YES!"

Table 74: Family Support

	ENJOY SPENDING TIME WITH FATHER						PARENTS LET ME KNOW WHEN I DO A GOOD JOB					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	75.2	75.0	74.7	73.4	73.9	74.1	67.9	66.5	66.0	65.9	65.7	65.1
Male	79.4	80.2	80.0	77.1	77.7	78.1	66.7	65.5	65.6	64.2	64.5	64.1
Race/Ethnic group												
African American	71.2	72.0	71.4	68.8	69.5	69.8	65.5	64.4	63.7	63.0	63.1	62.2
White	82.5	82.7	82.6	81.1	81.4	81.9	69.5	68.0	68.3	67.7	67.5	67.6
Grade												
6th	83.7	84.4	84.0	82.4	83.4	83.5	75.0	75.2	75.1	75.3	75.2	74.7
7th	79.0	79.4	80.0	77.4	78.9	78.8	71.2	69.1	70.1	69.2	70.0	69.0
8th	77.1	77.3	76.3	75.9	75.9	76.0	67.2	66.3	65.4	65.4	65.3	64.0
9th	74.5	74.0	74.2	71.2	71.6	72.6	63.9	61.6	61.6	60.1	59.5	60.2
10th	72.9	73.6	72.6	70.7	71.4	71.9	61.7	60.2	59.7	59.5	58.9	58.6
11th	73.4	73.5	73.0	70.1	70.0	70.9	60.5	59.8	58.3	56.8	58.3	58.2
Total	77.3	77.5	77.2	75.1	75.7	76.0	67.3	66.0	65.8	65.1	65.1	64.6

Note: First set of data points shows the percentage of students who said "yes" or "YES!" The second set of data points shows the percentage of students who said "often" or "all the time."

Table 75: Family Support

	PARENTS SAY THEY'RE PROUD OF ME						FIGHTS WITH PARENTS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	68.3	67.1	66.6	66.3	66.3	65.7	25.7	30.6	30.9	32.8	31.3	30.2
Male	67.0	66.1	66.1	65.3	65.4	64.9	17.9	22.2	22.3	23.6	23.0	21.9
Race/Ethnic group												
African American	65.7	64.8	64.4	63.9	64.3	63.7	17.7	20.6	21.2	22.8	22.1	22.1
White	70.0	68.9	68.9	68.2	67.9	67.6	25.2	31.6	31.3	33.2	31.6	29.7
Grade												
6th	76.4	76.9	76.3	77.0	76.9	76.3	15.9	18.2	20.2	21.4	21.5	21.0
7th	71.3	69.8	71.0	70.2	70.9	69.9	19.3	23.3	23.8	25.5	24.5	23.9
8th	67.5	66.5	65.6	65.6	65.9	64.5	22.9	27.7	27.6	29.4	28.2	27.9
9th	63.8	61.9	62.1	60.6	59.9	60.9	25.8	31.0	30.7	31.5	30.3	29.0
10th	61.7	60.1	59.5	59.6	58.7	58.8	25.9	31.6	30.8	32.4	30.8	28.8
11th	60.6	59.8	58.3	57.3	58.8	57.9	24.4	30.6	30.2	32.8	29.8	27.2
Total	67.7	66.6	66.3	65.8	65.8	65.3	21.9	26.5	26.8	28.4	27.2	26.1

Note: The first set of data points show the percentage of students who said "often" or "all the time." The second set of data points shows the percentage of students who said "sometimes," "frequently," or "always."

Table 76: Family Management

	PARENTS APPROVE OF MY FRIENDS						PARENTS KNOW WHERE I AM AND WHAT I'M DOING					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	46.7	49.6	49.6	46.2	48.1	47.2	60.6	61.1	60.3	59.2	59.4	59.1
Male	38.8	41.6	42.4	38.8	40.1	38.7	47.7	47.8	47.9	46.7	47.1	46.8
Race/Ethnic group												
African American	40.1	43.0	43.4	39.8	41.2	39.0	52.1	53.1	52.5	51.6	51.8	50.8
White	45.7	48.8	49.3	46.0	47.7	47.5	56.4	55.7	55.8	54.5	54.6	55.0
Grade												
6th	47.2	50.4	50.1	46.6	48.4	47.4	66.5	69.6	67.0	65.9	65.2	65.0
7th	44.7	47.2	48.6	44.1	46.8	45.3	59.4	60.2	60.7	57.8	59.3	58.5
8th	41.1	45.5	46.1	42.4	43.1	42.2	53.9	54.5	54.2	53.7	52.5	52.1
9th	40.2	42.8	42.9	40.0	41.2	39.6	48.9	48.8	49.0	48.2	48.7	48.0
10th	39.9	42.9	43.1	41.0	42.1	41.2	46.9	45.5	45.9	45.4	46.6	46.7
11th	43.1	44.3	44.2	40.7	42.9	41.6	44.1	43.0	42.5	42.5	44.4	44.9
Total	42.9	45.8	46.1	42.7	44.2	43.0	54.4	54.7	54.4	53.2	53.5	53.2

Note: Data points show the percentage of students who said "always."

Table 77: Family Management

	PARENTS ENFORCE RULES						PARENTS KNOW WHAT I REALLY THINK OR FEEL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	67.6	67.2	66.2	65.8	65.6	65.9	21.5	21.6	21.3	21.2	21.7	22.4
Male	55.4	55.1	55.4	54.7	54.5	54.6	19.8	19.4	19.3	18.8	19.5	19.8
Race/Ethnic group												
African American	61.1	61.0	60.2	59.4	59.0	58.3	21.8	22.1	21.4	20.8	21.6	21.7
White	62.8	62.0	62.1	61.8	61.4	62.8	19.7	18.9	19.1	19.1	19.4	20.3
Grade												
6th	68.9	71.6	70.8	69.9	68.8	68.5	27.4	29.1	28.2	27.4	27.8	29.6
7th	64.5	65.2	65.0	64.6	65.0	64.9	22.5	22.9	22.9	22.1	22.5	23.0
8th	61.7	62.2	61.9	61.4	60.9	61.7	18.3	18.3	18.3	18.4	18.5	18.7
9th	60.0	57.1	57.6	56.9	56.5	56.4	17.4	16.8	16.9	16.9	17.8	17.7
10th	57.3	55.5	54.3	54.7	54.7	54.8	17.5	16.1	16.1	16.9	17.5	17.7
11th	53.6	51.8	51.1	50.8	51.4	52.3	19.0	17.5	16.8	16.8	18.6	18.9
Total	61.7	61.4	61.1	60.5	60.2	60.4	20.7	20.5	20.3	20.1	20.6	21.1

Note: Data points show the percentage of students who said "always."

Table 78: Community Support

	NEIGHBORHOOD DOES THINGS TOGETHER						COMMUNITY LEADERS CARE ABOUT NEIGHBORHOOD					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	26.9	28.7	28.7	29.3	29.5	30.8	53.9	62.7	64.1	61.1	60.3	57.9
Male	26.3	30.9	30.8	31.2	31.2	34.0	47.8	58.9	60.7	57.9	57.5	55.7
Race/Ethnic group												
African American	30.7	35.1	35.3	35.2	35.3	38.6	44.9	56.5	58.4	54.7	54.6	53.7
White	23.3	24.4	24.6	25.4	25.6	26.8	56.3	64.7	66.0	63.8	62.7	59.3
Grade												
6th	32.9	38.3	39.3	39.5	39.1	40.5	59.0	72.2	73.9	71.0	71.4	69.0
7th	29.7	34.1	34.0	34.8	35.6	38.3	53.1	65.6	67.7	64.2	64.2	63.1
8th	27.4	30.0	29.9	30.8	30.9	33.4	51.1	60.5	62.1	59.1	58.6	56.7
9th	24.6	26.2	25.5	27.1	27.0	29.0	47.4	55.0	56.5	54.6	53.5	51.6
10th	21.5	23.7	23.4	23.2	23.2	25.4	45.9	54.4	55.5	52.3	51.4	48.7
11th	19.4	21.6	20.9	21.1	21.8	23.7	45.4	52.4	53.2	51.3	49.8	47.1
Total	26.6	29.7	29.7	30.2	30.3	32.4	51.0	60.9	62.4	59.5	58.9	56.8

59.1

Note: Data points show the percentage of students who selected "sometimes," "frequently," or "always."

Table 79: Community Support

	PARTICIPATE IN CHURCH-SPONSORED ACTIVITIES						PARTICIPATE IN COMMUNITY-SPONSORED ACTIVITIES					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex				60								
Female	72.9	71.4	70.9	69.6	69.2	68.7	48.2	44.6	43.8	44.0	44.0	43.8
Male	62.4	60.3	60.0	58.9	58.2	59.1	46.9	42.8	42.8	42.2	41.8	43.2
Race/Ethnic group												
African American	69.0	66.5	66.5	64.6	64.5	64.6	50.2	46.1	45.9	44.8	45.1	45.9
White	68.0	67.2	66.8	66.2	64.9	65.3	45.9	42.3	42.1	42.2	41.6	41.8
Grade												
6th	71.4	70.7	69.6	68.2	68.3	68.6	55.8	52.9	52.5	51.2	51.3	52.0
7th	70.0	67.7	68.5	66.2	67.2	67.4	51.2	47.2	47.0	46.5	46.7	47.3
8th	69.0	67.3	66.5	65.7	65.0	65.6	46.6	43.5	42.6	42.8	42.4	43.4
9th	66.0	63.7	62.7	62.1	60.9	61.3	43.1	38.7	38.5	38.9	38.8	39.4
10th	64.3	63.4	62.3	61.9	60.3	60.1	41.4	37.9	37.1	38.0	37.5	37.8
11th	63.9	61.3	61.8	60.4	59.1	58.9	43.3	38.2	38.5	38.2	38.0	38.2
Total	67.8	66.1	65.7	64.4	63.9	64.1	47.6	43.7	43.3	43.1	42.9	43.5

Note: Data points show the percentage of students who selected "sometimes," "frequently," or "always."

Table 80: Nutrition and Physical Activity

	WEEKLY PHYSICAL ACTIVITY						DAILY TELEVISION VIEWING					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	-	-	-	3.1	3.1	3.0	-	-	-	2.8	2.8	2.7
Male	-	-	-	3.2	3.2	3.2	-	-	-	2.7	2.7	2.6
Race/Ethnic group												
African American	-	-	-	2.8	2.8	2.8	-	-	-	3.3	3.3	3.2
White	-	-	-	3.5	3.5	3.5	-	-	-	2.2	2.3	2.2
Grade												
6th	-	-	-	3.1	3.1	3.1	-	-	-	2.7	2.8	2.7
7th	-	-	-	3.2	3.2	3.3	-	-	-	2.9	2.9	2.8
8th	-	-	-	3.4	3.3	3.3	-	-	-	2.9	2.9	2.8
9th	-	-	-	3.1	3.1	3.1	-	-	-	2.8	2.7	2.7
10th	-	-	-	3.0	3.1	3.0	-	-	-	2.6	2.6	2.5
11th	-	-	-	2.9	3.0	3.0	-	-	-	2.5	2.4	
Total	-	-	-	3.1	3.1	3.1	-	-	-	2.8	2.8	

Note: The first set of data points shows the average number of days over the past week in which students engaged in physical activity. The second set of data points shows the average number of hours of television students watch daily.

Table 81: Other Antisocial Behavior

	THREATEN TO HURT PEOPLE						DAMAGE OR DESTROY THINGS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	22.0	23.1	23.3	24.7	24.7	25.4	11.9	13.9	14.3	15.7	16.2	17.9
Male	26.8	30.3	29.3	30.5	30.5	29.7	17.7	21.8	22.0	23.2	23.7	23.2
Race/Ethnic group												
African American	30.8	33.6	34.1	35.5	35.2	35.3	16.6	19.8	21.0	22.3	23.1	24.5
White	19.0	20.5	19.4	20.6	21.0	20.9	13.0	15.6	15.0	16.3	16.8	17.2
Grade												
6th	21.5	22.3	22.6	23.6	22.3	23.1	12.2	15.2	16.1	16.8	16.5	17.7
7th	23.7	27.0	25.7	27.2	27.1	25.8	14.3	17.8	17.7	19.2	19.9	20.1
8th	25.6	27.8	28.1	28.7	30.2	30.6	15.9	19.2	19.6	20.6	22.4	23.5
9th	26.0	28.6	28.3	29.8	29.4	29.8	16.7	19.4	19.5	21.5	21.8	22.6
10th	25.7	27.8	27.3	28.4	28.7	28.1	15.8	17.8	18.0	19.5	19.9	20.4
11th	24.0	26.3	25.6	27.4	27.2	27.5	13.4	16.8	16.7	17.6	17.6	18.2
Total	24.3	26.5	26.2	27.5	27.5	27.5	14.7	17.7	18.0	19.3	19.8	20.5

Note: Data points show the percentage of respondents who said "sometimes," "frequently," or "always."

Table 82: Other Antisocial Behavior

	STEALING						ABUSE OR MISTREAT ANIMALS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	9.0	9.9	10.1	10.5	10.4	10.6	3.4	3.9	3.6	3.6	3.6	3.0
Male	13.7	15.5	15.4	16.5	17.1	16.8	6.0	7.1	6.7	6.3	5.9	5.0
Race/Ethnic group												
African American	12.9	14.2	14.6	15.3	15.5	15.5	7.6	8.7	8.3	7.9	7.9	6.4
White	9.6	10.8	10.4	11.3	11.6	11.7	2.1	2.7	2.3	2.2	1.9	1.8
Grade												
6th	9.2	9.6	9.6	9.6	9.4	9.5	4.8	5.8	5.4	5.2	4.9	4.0
7th	11.2	12.9	12.4	13.3	12.7	12.5	4.5	5.8	5.1	5.3	5.1	3.8
8th	12.6	14.3	14.0	14.6	15.3	15.1	4.9	5.5	5.3	5.0	5.2	4.5
9th	12.7	14.4	14.6	16.0	15.7	15.8	4.8	5.4	5.1	5.1	4.5	4.2
10th	11.9	12.7	13.3	14.0	15.2	15.2	4.6	5.3	4.8	4.4	4.3	3.7
11th	9.9	11.9	12.4	12.9	13.8	13.9	3.9	4.7	4.3	4.0	3.9	3.4
Total	11.3	12.6	12.6	13.4	13.6	13.7	4.6	5.5	5.1	4.9	4.7	4.0

Note: Data points show the percentage of respondents who said "sometimes," "frequently," or "always."

Table 83: Belief in the Moral Order

	OKAY TO TAKE SOMETHING WITHOUT ASKING						OKAY TO CHEAT AT SCHOOL					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	7.9	7.1	7.0	8.5	8.0	8.2	29.3	26.0	24.8	28.7	28.1	27.5
Male	10.5	10.5	9.9	11.3	11.0	10.6	33.0	28.7	27.7	30.7	30.1	29.4
Race/Ethnic group												
African American	8.9	8.5	8.7	10.1	9.7	9.7	34.0	28.8	27.6	31.6	30.8	29.9
White	9.2	8.6	8.0	9.4	9.1	9.1	29.0	26.7	25.7	29.1	28.6	28.3
Grade												
6th	5.8	5.7	5.8	5.7	5.4	5.8	12.3	11.0	11.1	11.5	10.7	10.8
7th	9.0	8.6	8.1	9.5	8.4	8.4	22.9	20.4	19.8	22.5	21.3	20.7
8th	10.5	9.9	9.2	10.8	11.2	10.7	32.5	28.6	26.9	30.7	31.3	29.8
9th	11.0	10.6	9.7	12.0	11.4	11.1	40.4	34.9	33.5	37.5	36.4	36.6
10th	10.1	9.2	9.3	11.0	11.3	11.0	44.0	37.9	36.2	40.6	40.1	39.1
11th	9.2	8.6	8.7	10.5	9.5	10.0	44.0	37.9	36.7	42.1	39.9	38.6
Total	9.2	8.7	8.4	9.8	9.5	9.4	31.1	27.3	26.2	29.6	29.0	28.4

Note: Data points show the percentage of students who said "yes" or "YES!"

Table 84: Belief in the Moral Order

	OKAY TO BEAT UP PEOPLE IF THEY START IT						IMPORTANT TO BE HONEST WITH PARENTS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	43.9	38.0	38.1	48.4	47.8	46.6	83.4	75.9	74.6	80.6	80.6	79.8
Male	59.0	50.8	50.7	59.7	59.6	58.3	79.1	68.3	68.4	76.2	76.4	76.1
Race/Ethnic group												
African American	56.1	45.8	45.4	59.5	59.0	57.6	80.3	69.1	67.8	76.9	77.0	75.5
White	47.5	43.6	44.1	50.2	50.1	49.3	82.6	75.6	75.6	80.3	80.1	80.4
Grade												
6th	38.9	31.9	33.5	40.8	40.0	38.4	83.0	74.7	75.0	82.6	83.5	82.0
7th	47.6	41.2	40.4	51.6	50.6	48.3	80.2	70.7	70.8	79.0	79.6	79.5
8th	54.7	48.2	47.9	57.6	59.5	57.2	81.7	72.5	71.3	78.6	78.8	78.0
9th	56.9	49.1	48.9	58.7	57.7	58.4	80.5	70.4	70.1	76.3	75.4	75.6
10th	57.8	49.8	49.1	58.9	57.9	57.1	81.3	72.1	70.7	76.8	76.6	76.0
11th	55.5	48.2	48.5	57.9	56.6	55.4	81.3	73.3	71.7	76.3	75.8	75.3
Total	51.2	44.2	44.1	53.8	53.5	52.2	81.4	72.3	71.7	78.5	78.5	77.9

Note: Data points show the percentage of students who said "yes" or "YES!"

Table 85: Transitions and Mobility

	NUMBER OF TIMES MOVED						NUMBER OF TIMES CHANGED SCHOOLS					
	2003	2004	2005	2006	2007	2008	2003	2004	2005	2006	2007	2008
Sex												
Female	3.3	1.7	1.7	1.8	1.8	1.8	1.2	1.2	1.3	1.3	1.3	1.3
Male	3.4	1.7	1.7	1.8	1.7	1.8	1.2	1.3	1.3	1.3	1.3	1.3
Race/Ethnic group												
African American	3.1	1.6	1.7	1.7	1.7	1.8	1.1	1.1	1.2	1.2	1.2	1.3
White	3.5	1.7	1.7	1.7	1.7	1.7	1.3	1.3	1.3	1.3	1.3	1.3
Grade												
6th	3.4	1.8	1.8	1.9	1.9	1.9	1.2	1.2	1.3	1.3	1.3	1.3
7th	3.4	1.7	1.8	1.9	1.8	1.9	1.3	1.2	1.3	1.4	1.4	1.4
8th	3.3	1.7	1.7	1.8	1.8	1.8	1.3	1.3	1.3	1.3	1.3	1.4
9th	3.3	1.7	1.7	1.8	1.8	1.8	1.3	1.3	1.3	1.3	1.4	1.4
10th	3.2	1.6	1.6	1.7	1.7	1.7	1.2	1.3	1.3	1.3	1.3	1.3
11th	3.2	1.5	1.6	1.6	1.6	1.6	1.2	1.2	1.2	1.2	1.3	1.3
Total	3.3	1.7	1.7	1.8	1.8	1.8	1.2	1.2	1.3	1.3	1.3	1.3

Note: Data points show the average number of times students have moved to a different community or neighborhood and the average number of times students have changed schools.

Appendix B

The Mississippi SmartTrack Questionnaire

the SmartTrack SmartTrack Survey

Please Use a #2 Pencil

Correct: ●

Incorrect: ⊗ ✓ ○

1. Grade: ☐ Fourth ☐ Fifth ☐ Sixth ☐ Seventh ☐ Eighth ☐ Ninth ☐ Tenth ☐ Eleventh ☐ Twelfth

2. Gender: ☐ Female ☐ Male

3. Race: ☐ African American ☐ Asian American ☐ Caucasian ☐ Filipino
☐ Hispanic ☐ Native American ☐ Native Hawaiian ☐ Other

4. Which of the following best describes your reading ability?

☐ Far below average ☐ Below average ☐ Average ☐ Above average ☐ Far above average

Before 6 pm 6-8 pm 8-10 pm 10pm-12 am After 12 am

5. On weekends, what time do you have to be in?

6. On school nights, what time do you have to be in?

7. How many of your close friends:

a. use tobacco products (cigarettes, chewing tobacco, etc.)?

b. drink alcohol (beer, wine, liquor, etc.)?

c. use illegal drugs (marijuana, cocaine, etc.)?

0 1 2 3 4 5+

0 1 2 3 4 5 6+

8. How many hours do you spend per week on homework?

9. How many close friends do you have?

0 1 2 3 4 5 6+

10. How many times have you moved to a different town, neighborhood or community?

11. How many times have you changed schools? (not including regular grade promotion)

12. How many school subjects or classes have you failed?

13. How many grades have you failed?

14. During the last four weeks, how many whole days have you skipped or cut school?

0 1 2 3 4+

0 1 2 3 4+

0 1 2 3 4+

0 1 2 3 4+

0 1 2 3 4+

15. I think about this many people in my grade smoke, drink, take, or use:

a. beer

b. cigarettes (or cigars)

c. cocaine (coke, crack)

d. downers (tranquilizers, ludes, etc.)

e. hallucinogens (LSD, acid, PCP, etc.)

f. other alcohol (wine, whiskey, vodka, mixed drinks, etc.)

g. heroin (smack, horse, etc.)

h. inhalants (glue, gasoline, paint thinner, etc.)

i. marijuana (grass, weed, pot, hash)

j. smokeless tobacco (snuff, chewing tobacco)

k. steroids (for body building or sports)

l. uppers (dex, speed, pep pills, diet pills, etc.)

m. designer/club drugs (ecstasy, x, xtc, adam, eve, georgia

home boy, g, k, special k, roofies, roche, forget-me, crank, oxy, etc.)

n. wine coolers

None

Very few

A few

Many

Very Many

(0)

(1-2)

(3-9)

(10-19)

(20+)

16. In the past 3 months I have smoked, drunk, taken, or used:

a. beer

b. cigarettes (or cigars)

c. cocaine (coke, crack)

d. downers (tranquilizers, ludes, etc.)

e. hallucinogens (LSD, acid, PCP, etc.)

f. other alcohol (wine, whiskey, vodka, mixed drinks, etc.)

g. heroin (smack, horse, etc.)

h. inhalants (glue, gasoline, paint thinner, etc.)

i. marijuana (grass, weed, pot, hash)

j. smokeless tobacco (snuff, chewing tobacco)

k. steroids (for body building or sports)

l. uppers (dex, speed, pep pills, diet pills, etc.)

m. designer/club drugs (ecstasy, x, xtc, adam, eve, georgia home

boy, g, k, special k, roofies, roche, forget-me, crank, oxy, etc.)

n. wine coolers

None

Very few

A few

Many

Very Many

(0)

(1-2)

(3-9)

(10-19)

(20+)

17. I was about this old when I first began to smoke, drink, take or use:

a. beer

b. cigarettes (or cigars)

c. cocaine (coke, crack)

d. downers (tranquilizers, ludes, etc.)

e. hallucinogens (LSD, acid, PCP, etc.)

f. other alcohol (wine, whiskey, vodka, mixed drinks, etc.)

g. heroin (smack, horse, etc.)

h. inhalants (glue, gasoline, paint thinner, etc.)

i. marijuana (grass, weed, pot, hash)

j. smokeless tobacco (snuff, chewing tobacco)

k. steroids (for body building or sports)

l. uppers (dex, speed, pep pills, diet pills, etc.)

m. designer/club drugs (ecstasy, x, xtc, adam, eve, georgia home

boy, g, k, special k, roofies, roche, forget-me, crank, oxy, etc.)

n. wine coolers

Never

Under

11-14

15-17

18

tried

11

years

years

or older

18. In your community, how available to school-aged kids are	Never	Seldom	Sometimes	Frequently	Always
a. tobacco products (cigarettes, chewing tobacco, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. alcohol (beer, wine, liquor, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. illegal drugs (marijuana, cocaine, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. How often is alcohol available to you at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. How often are tobacco products available to you at home?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. How often do your older friends buy alcohol for you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. In your community, how often do businesses ask for an ID or card from people buying alcohol or tobacco?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. How often does your neighborhood do things together as a group?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. In your neighborhood, how often do things that are damaged or destroyed get repaired?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. How often do leaders of local businesses, police, schools, and churches show that they care about your neighborhood or community?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. How often do you participate in:	Never	Seldom	Sometimes	Frequently	Always
a. school clubs and activities (band, yearbook, newspaper, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. school athletics?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. church sponsored activities (choir, sports, youth groups, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. neighborhood, town, or community activities (clubs, scouts, sports, volunteer, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. How often do your close friends:	Never	Seldom	Sometimes	Frequently	Always
a. use tobacco products (cigarettes, chewing tobacco, smokeless tobacco, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. use alcohol (beer, wine, liquor, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. use other drugs (marijuana, cocaine, steroids, diet pills, tranquilizers, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. My parent(s) or guardian(s):	Never	Seldom	Sometimes	Frequently	Always
a. approve of my friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. know where I am and what I am doing.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. enforce rules about what I can and cannot do.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. know what I really think or feel.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Do you threaten to hurt people?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Do you damage or destroy things on purpose?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Have you stolen things?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Do you feel people are against you?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Do you have major fights or arguments with your parent(s) or guardian(s)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Do you abuse or mistreat animals?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. In the past year, I have taken the new drug xenobrilotal (brillies, zeebees, etc.)?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. How much do you think people risk harming themselves (physically or in other ways) if they:	No Risk	Slight Risk	Moderate Risk	Great Risk	Can't Say/ Drug Unfamiliar
a. Smoke one or more packs of cigarettes per day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Use smokeless tobacco regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Try marijuana once or twice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Smoke marijuana occasionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Smoke marijuana regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. How much do you think people risk harming themselves (physically or in other ways) if they:	No Risk	Slight Risk	Moderate Risk	Great Risk	Can't Say/ Drug Unfamiliar
a. Try cocaine in powder form once or twice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Take cocaine powder occasionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Take cocaine powder regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Try "crack" cocaine once or twice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Try "crack" cocaine occasionally	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Try "crack" cocaine regularly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. How much do you think people risk harming themselves (physically or in other ways) if they:	No Risk	Slight Risk	Moderate Risk	Great Risk	Can't Say/ Drug Unfamiliar
a. Try one or two drinks of an alcoholic beverage (beer, wine, liquor)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Take one or two drinks nearly every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Take four or five drinks nearly every day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Have five or more drinks once or twice each weekend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Please answer the following questions:	NO!	no	yes	YES!	
a. I think it is okay to take something without asking if you can get away with it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. I think sometimes it is okay to cheat at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. It is alright to beat up people if they start the fight.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. It is important to be honest with your parents, even if they become upset or punish you.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
40. Please answer the following questions about your family.	NO!	no	yes	YES!	
a. My parents/guardians give me lots of chances to do fun things with them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. My parents/guardians ask me what I think before most family decisions affecting me are made.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. If I had a personal problem, I could ask my mom or dad (or guardian) for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
d. Do you enjoy spending time with your mother/female caregiver?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Do you enjoy spending time with your father/male caregiver?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

41. Please answer the following questions about your family.

	Never or Almost Never	Sometimes	Often	All the Time
a. My parents/guardians notice I am doing a good job and let me know about it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. How often do your parents/guardians tell you they're proud of you for something you've done?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. How wrong do you think it is for someone your age to:

	Very Wrong	Wrong	A Little Wrong	Not Wrong
a. drink beer, wine, or hard liquor (for example, vodka, whiskey, or gin) regularly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. smoke cigarettes?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. smoke marijuana?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. use LSD, cocaine, amphetamines or other illegal drugs?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. During the past 30 days, how many days did you not go to school because you felt unsafe at school or on your way to school?

	0	1	2 or 3	4 or 5	6 or more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. During the past 12 months how many times:

a. has someone threatened or injured you with a weapon such as a gun, knife, or club on school property?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. has someone stolen or deliberately damaged your property such as your car, clothing, or books on school property?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. were you in a physical fight on school property?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. Using the scale to the right, fill in only one oval for each question.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. I feel that I belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I work hard in all my classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. I feel safe at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. You trust people at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Everyone is expected to do his or her best at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students at this school really want to learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Teachers go out of their way to let me know I do a good job.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Only a few students get hurt in accidents at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

46. Using the scale to the right, fill in only one oval for each question.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a. Students are given many choices at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. I can be a success in school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. All students are respected at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. It pays to follow the rules and do well at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Most students get involved in student activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. People care for each other at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The rules at this school are fair.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. Which of these things happened to you in the last month:

	No	Yes
a. I was pushed around by someone who was just being mean.	<input type="radio"/>	<input type="radio"/>
b. I was in a fight with another student.	<input type="radio"/>	<input type="radio"/>
c. I was robbed or had something stolen from me.	<input type="radio"/>	<input type="radio"/>
d. I saw a student with a knife.	<input type="radio"/>	<input type="radio"/>
e. I saw a student with a gun.	<input type="radio"/>	<input type="radio"/>
f. I saw students use drugs or alcohol on campus.	<input type="radio"/>	<input type="radio"/>
g. I saw students steal from the library, a classroom, or the cafeteria.	<input type="radio"/>	<input type="radio"/>
h. I saw someone destroy property or make marks on school equipment or buildings.	<input type="radio"/>	<input type="radio"/>
i. I was afraid of being beaten up on the way to or from school.	<input type="radio"/>	<input type="radio"/>
j. I was afraid of gang activity.	<input type="radio"/>	<input type="radio"/>
k. I was threatened by someone with a knife or a gun.	<input type="radio"/>	<input type="radio"/>
l. I was called names or put down by other students.	<input type="radio"/>	<input type="radio"/>
m. I felt rejected by other students.	<input type="radio"/>	<input type="radio"/>
n. I know students who came to school high on drugs or alcohol.	<input type="radio"/>	<input type="radio"/>

48. How often do you feel that the school work you are assigned is meaningful and important.

	Almost Always	Often	Sometimes	Seldom	Never
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

49. How interesting are most of your courses to you.

	Very Interesting	Quite Interesting	Fairly Interesting	Slightly Dull	Very Dull
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

50. How important do you think things you are learning in school are going to be for you later in life.


	Very Important	Quite Important	Fairly Important	Slightly Important	Not at all Important
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>























51. Now thinking back over the last year in school:

	Almost Always	Often	Sometimes	Seldom	Never
a. how often did you enjoy being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. how often did you hate being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. how often did you try to do your best in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. During the last month:

	Almost Always	Often	Sometimes	Seldom	Never
a. how often did you enjoy being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. how often did you hate being in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. how often did you try to do your best in school?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Appendix C

References

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